

REPORT OF AN INTERNSHIP CONDUCTED AT
MEMORIAL UNIVERSITY COUNSELLING CENTRE
INCLUDING A PROJECT: THE DEVELOPMENT OF
A HANDBOOK FOR GRADUATE STUDENTS IN
EDUCATIONAL PSYCHOLOGY

CENTRE FOR NEWFOUNDLAND STUDIES

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**Report of an Internship Conducted at Memorial University
Counselling Centre Including a Project: The Development of
a Handbook for Graduate Students in Educational Psychology**

By

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**An internship report submitted to the School of Graduate Studies
in partial fulfilment of the requirements for the degree
of Master of Education**

**Faculty of Education
Memorial University of Newfoundland**

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Newfoundland

ABSTRACT

The chosen internship setting was the University Counselling Centre, Memorial University of Newfoundland. This placement allowed the intern to fulfil individual goals of learning and professional growth. It provided many opportunities for new learning experiences and learning through quality professional supervision. Specifically, the placement allowed the intern to engage in individual counselling with 53 clients whose concerns were of personal, career or of a mixed nature. She assisted students in finding academic and career information during regularly scheduled times spent in the Career Planning Centre. She participated in training meetings for Career Planning Centre personnel, case conference weekly meetings, Interpersonal Process Recall training, co-led an assertiveness training group, other training and a full day workshop. The culmination of training, activities and experiences during the internship enabled the intern to further develop her counselling skills, gain new knowledge and feel competent about related future employment.

Additionally, the internship placement permitted the intern to develop a project aimed at assisting other new students in the Masters of Educational Psychology program. The University Counselling Centre is committed to the development of research by its staff, and the intern was allocated weekly research time.

DEDICATION

For Anita

**A Wonderful Friend and Mentor
You Are Greatly Missed**

**Dr. Anita M. Russell
1953-1994**

ACKNOWLEDGEMENTS

Completion of the internship and accompanying project has been a rewarding experience. I was appreciative of the time, assistance, and support Dr. Lee Klas continually provided to me from the beginning to the final phases of the internship, project and report.

The University Counselling Centre internship placement was such a valuable learning experience in part because the staff were totally welcoming, accepting, extremely helpful, and supportive during my placement. Thanks are extended to Dr. Elaine Davis, who provided excellent supervision and guidance, from which I benefited greatly.

A special thank you to Alan for providing encouragement and never ending support. It was greatly appreciated.

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CHAPTER I

INTRODUCTION

RATIONALE FOR THE INTERNSHIP

The degree completion options available to fulfil the Master of Educational Psychology included the completion of either a thesis or an internship. The internship was chosen because it provided a better opportunity to develop proficiencies and skills as a counsellor. The internship allowed the intern to set personal and professional goals, then work toward them over time with supervision. It also permitted exposure to an alternative counselling setting from the school system. The internship included a research or project component, which allowed a combination of scholarly work and practical experience.

INTERNSHIP SETTING

The internship location was the University Counselling Centre, Memorial University of Newfoundland. As part of the application process the intern was interviewed by Dr. E. Church and Dr. E. Davis during the Spring of 1995. Subsequently, she was then offered the opportunity to become a full-time intern at the Centre from September to December 1995. The Centre had much to offer, and it was a favoured internship setting. Some possible beneficial experiences which an internship at the Counselling Centre might provide are as follows:

- engaging in individual counselling with university students;
- receiving professional guidance and supervision throughout the internship;
- engaging in group counselling as a co-leader;

- engaging in career counselling and disseminating career information through working regularly in the Career Planning Centre;
- becoming involved in training offered within the Centre including: Interpersonal Process Recall training, weekly case conferences, and weekly Career Planning Centre training;
- taking advantage of any opportunities for learning which became available through the Centre's association with other university faculties such as guest speakers, lectures or relevant workshops;
- relating the experience and knowledge gained to possible future similar work settings.

The University Counselling Centre services are based upon the philosophy of promoting a developmental and preventative framework for campus services and meeting the needs of students. Additionally, as an integral part of the academic community, research training and scholarly activity are core concerns for faculty members. These objectives are met through the Centre's seven counselling faculty, its teaching staff, its faculty associate cross-appointments, the administrative staff, and pre-doctoral interns.

The services provided by the University Counselling Centre include individual counselling for academic, career, or personal concerns. Within academic counselling, courses are offered in test anxiety reduction, time management, speed reading and writing term papers. Group counselling with varying focuses is offered periodically throughout each semester; groups may focus

on such issues as surviving sexual abuse, general therapy, and assertiveness training. Career and academic information is disseminated through the Career Planning Centre (CPC). The CPC is staffed by trained career information assistants who serve the needs of MUN students, but also handle inquiries from the public both city and province wide. The Counselling Centre is also involved in outreach activities, thereby creating a more visible presence to the wider university community.

The University Counselling Centre outlines a description of its services in the Counselling Centre Referral and Community Resources Handbook, (1994). The services included are learning enhancement programs, career planning centre information resources, individual and group counselling, and a credentials service.

Professional Faculty and Staff

George Hurley, Ph.D. (University of Missouri-Columbia)
Associate Professor and Director

Elizabeth Church, Ph.D. (University of Toronto)
Associate Professor and Training Director

Peter Cornish, M.A. (University of Saskatchewan)
Assistant Professor and Group Counselling Coordinator

Elaine Davis, Ph.D. (Kansas State University)
Associate Professor and Career Planning Centre Coordinator

Michael Doyle, Ed.D. (University of Toronto)
Assistant Professor, Consultation/Outreach and Independent Practice Coordinator

John Garland, Ph.D. (Texas Christian University)
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Patricia Tizzard
Secretary

Kathleen Kenny
Receptionist

GOALS FOR INTERNSHIP

The internship provided the intern with the opportunity to fulfil her primary objective of gaining practical counselling experience and professional growth in the helping field. The intern developed goals to assist in meeting her primary objective.

Goal 1: Become aware of the needs of the university population regarding personal, social, academic and career domains, and to learn effective ways of dealing with these needs.

This goal was achieved through engaging in individual counselling with 53 clients, participating in weekly case conference meetings, disseminating academic and career information to students in the Career Planning Centre two hours

weekly, reading about effective strategies related to concerns, and consulting with the intern's supervisor to learn treatment options.

Goal 2: Develop counselling skills through practical experience and from direct professional supervision of individual and group counselling.

As with the first goal, this goal was achieved through engaging in individual counselling with 53 clients, receiving supervision for two hours per week, engaging as a co-leader of an assertiveness training group, receiving supervision as a co-leader, and through participating in Interpersonal Process Recall training (IPR). Activities related to this goal are detailed in Chapter II.

Goal 3: Examine my counselling skills for areas of strengths and weaknesses, and develop a personal style of counselling.

This goal was achieved through critical self analysis of individual counselling sessions by reflection and some review of tapes, observing and recording personal reactions to some sessions, weekly supervision sessions through joint review of tapes and discussion of clients cases, and participation in IPR training. Striving to meet this goal has allowed the intern to achieve a better understanding of the process of change in counselling relationships. She feels more skilled in the area of rapport and trust building, information gathering, identification of themes and problems and increased knowledge of strategies to help her clients change. A total of 24 hours were dedicated to IPR training. The training is focused on developing and enhancing basic counselling skills through

review of video-taped sessions, discussion, presentations, and exposure to pertinent areas of counselling.

Goal 4: Gain knowledge through participation in case conferences with other professionals, attending workshops and professional reading.

This goal was achieved through participating in weekly case conferences with all counselling staff attending. Each counsellor presented a case once per semester and others offered their insight or suggestions. The intern gained much knowledge through this process, both as the presenter and listener. The intern attended a full day workshop on Sex, Drugs & HIV. The workshop was an excellent opportunity for new learning relevant to the helping field. It included a video series, guest speakers, discussion, small group work, and many take home resources. The intern took full advantage of the University Counselling Centre library, which included a wide array of resource books. The intern read professional resources related to current client counselling areas, books and readings suggested by other counsellors, and books in her own interest areas. Appendix A contains an annotated bibliography of the intern's professional reading.

Goal 5: Become familiar with career counselling methods and practices, including various career assessment tools.

This goal was achieved through specific training in career counselling methods, weekly one hour Career Planning Centre training meetings, and engaging in individual career counselling with 35 clients. The training also

included an overview and study of career assessment tools available to use with clients.

Goal 6: Gain knowledge of various counselling theories and techniques.

This goal was achieved, yet the intern believes learning in this area will continue. The intern availed of any opportunity to read about counselling theories and techniques. Theories and techniques studied included interactive therapy, brief therapy, psychoanalytic therapy, process therapy, and cognitive-behavioral therapy with variants of the same, such as focused therapy, behaviour therapy, and rational emotive therapy. Many of these therapies were combined in an approach with a target problem versus a study of theory in isolation. An example of this was cognitive-behavioral treatment of bulimia. Reading was accomplished both during the work week and on her own time. The intern enjoyed and benefited from discussing counselling approaches and theoretical interventions with other counsellors and her supervisor. Weekly one-hour case conferences also allowed the intern to gain knowledge regarding counselling theories and techniques.

Goal 7: Engage in professional activities associated with the University Counselling Centre.

The intern became fully involved in most of the professional activities of the Centre. The intern sought to become involved in a second group counselling activity and in training which takes place for pre-doctoral interns. The specific activities in which the intern participated are described fully elsewhere.

Goal 8: Develop a project which is compatible with the internship placement.

This goal was achieved by developing a project under the supervision and guidance of faculty supervisor, Dr. Lee Klas. The Counselling Centre made eight hours weekly available to the intern to pursue this goal. The project was the development of a handbook for new counsellor trainees embarking on a Masters' of Educational Psychology degree. The project is more fully described in Chapter III of this report.

The internship placement allowed the intern to meet all the goals she specified at the outset of her placement. The intern believed she received excellent field and faculty supervision and was assisted in every way possible in meeting her goals.

SUPERVISION

Throughout the internship placement the intern was supervised by both field and faculty supervisors. Dr. Elaine Davis of the University Counselling Centre agreed to be the intern's field supervisor. Dr. Lee Klas of the Faculty of Education (Educational Psychology), agreed to be the intern's faculty supervisor. A supervision schedule was arranged at the beginning of the internship. This was followed throughout the placement and specifically included:

1. Field supervision consisted of two one-hour meetings per week between the intern and Dr. Davis. This time gave the intern an opportunity to use Interpersonal Process Recall, with segments of selected videotaped client

sessions. Client cases were discussed regarding problem formulation, theoretical approach and possible interventions, intern evaluation of progress, and concerns or questions.

2. Faculty supervision consisted of consultations by telephone and scheduled meetings between the intern and Dr. Klas. Dr. Klas made time available whenever the intern wished to meet with him. The focus of supervision was to assist in the development of the intern's project. However, the faculty supervisor was interested in the intern's counselling progress and expressed his availability should the intern require it.
3. There was an initial meeting of both supervisors with the intern to detail internship goals, time lines and responsibilities. Also, supervisors met with the intern mid-way through the internship placement to discuss the intern's progress.
4. The field supervisor assisted the intern in arranging activities to meet her goals. Dr. Davis provided supervision while the intern engaged in the internship activities.
5. The faculty supervisor assisted the intern in the selection, proposal and development of a project, and the development of the internship report in preparation for submission.
6. Both supervisors met with the intern at the end of the internship placement to discuss overall progress and attainment of goals as set out by the intern.

CHAPTER II

THE INTERNSHIP: A DESCRIPTION OF ACTIVITIES

The purpose of this chapter is to provide a description of the activities in which the intern engaged during her internship placement from September 6 to December 8, 1995. Table 1 contains a summary of activities with time allocated to each. This information was summarized from a daily log of activities maintained by the intern during the placement.

Table 1

Hours Allocated to Internship Activities

<u>Activity</u>	<u>No. of Hours</u>
Orientation Activities	16
Individual Counselling	105
Group Counselling	20
Career Planning Centre	42
Interpersonal Process Recall Training	24
In-service Training/Case Conferencing	13
Workshops	8
Supervision	27
Research	104
Reading	29
Maintaining Log and Case Files	61
<u>Other</u>	6
Total Number of Hours	455

Orientation Activities

Orientation activities provided the intern the opportunity to meet with the Counselling Centre's counselling and administrative staff, gain understanding of

policies, procedures and daily operations of the Centre, and become familiar with the surroundings and its resources. In particular, the intern familiarized herself with resources available in the Counselling Centre's library. She chose to borrow several books of interest to begin her goal of professional reading. Additionally, the intern spent time in the Career Planning Centre. The career information assistants were very helpful in educating the intern about the type of services and assistance offered to students using the CPC. The first several days of the placement were devoted to orientation activities.

Upon reflection, the intern found individually scheduled meetings with Centre staff very beneficial. The consultations provided a time to meet and become acquainted with the staff, gain knowledge about the staff person's roles and duties within the Centre, discuss theoretical counselling styles, and be appraised of suggested reading that might benefit the intern. This process made the intern feel very welcome at the Centre and subsequently at ease about approaching colleagues in the future.

Individual Counselling

With the exception of the first three days of orientation activities the intern was available to individually counsel Memorial University students. A total of 53 clients (43 female, 10 male) were seen regarding personal, career or academic concerns. The presenting concerns of the 43 female clients included 22 for personal counselling, 19 for career counselling, and 2 clients who had a mixed focus. Of the ten male clients, two had personal concerns and eight had career

concerns. Clients received counselling from a range of one to eight sessions, depending on the presenting concerns and their progress in counselling. At the end of the internship all but two clients had closure on individual counselling from the intern. Three of these were encouraged to engage in group counselling during the next semester. The clients who remained in need of services were transferred to other counsellors within the University Counselling Centre. Table 2 presents a summary of the above client characteristics.

The intern spent a total of 105 hours engaged in individual counselling during the internship placement.

Table 2

Client Characteristics

	Personal	Career	Mixed	Assertive Training	Range of Sessions
Females					
0	22	19	2	5	1-8
Males					
0	2	8	0	1	1-2

Group Counselling

The intern also became involved in co-leading an assertiveness training group. The assertiveness training group usually runs for six weeks, with each meeting lasting two hours per week. Due to a lower than usual number of participants, the assertiveness training group was conducted for five weekly

sessions of two hours. As co-leader, the intern took responsibility for delivering approximately one half of the activities to the group during each meeting. Included in the activities were screening potential assertiveness training participants, introducing new concepts, leading the group through exercises, processing these exercises, engaging in role plays, offering feedback to participants, reviewing and delivering homework, assisting and reviewing participant goals, assisting participants to gain an understanding of assertiveness concepts, and working cohesively with the supervisory leader, Dr. Davis. Additionally, the intern and Dr. Davis met for one hour following each group meeting. This time was used to reflect upon the areas of strengths and weaknesses of the preceding meeting. The leaders discussed ways to improve particular activities and validated the positive aspects of the meeting. The time was also used to plan for the next meeting, divide the activities, and divide the participant's homework which needed to be evaluated.

The intern was quite enthusiastic about co-leading the assertiveness training group, as it was a particular interest of hers. In preparation, she read two books on assertiveness training which were recommended by the supervisory leader. The intern felt increasingly skilled and competent as she witnessed the process of change among the participants. Overall, the intern believed this training was valuable to her. A total of 20 hours were dedicated to the assertiveness training group.

Career Planning Centre

The intern was trained as a career information assistant in order to work in the career planning centre. Throughout the internship, the intern worked for 2 hours per week in the Centre with another career information assistant.

The Career Planning Centre (CPC) is a drop-in facility where students and others may browse through educational and career information. Within the CPC users will find detailed information, through books and vertical files, on many career fields and occupations. There is information about career planning, job hunting, resumé writing, interview skills, work and study abroad, and guide books describing educational programs of study available in Canada, the United States, and Commonwealth countries. The CPC contains a complete collection of Canadian university and college calendars.

Acting as a career information assistant allowed the intern to further develop her career counselling skills. Typical activities included assisting patrons to find specific career and educational information, finding and interpreting academic regulations, disseminating information and booklets on graduate examinations, redirecting some patrons to individual career counselling, and being available to follow through on any request made by a student.

During the semester, the intern participated in weekly Career Planning Centre staff meetings. These meetings were attended by the faculty directors of the CPC, career information assistants, and counselling staff and interns. The meetings were used to discuss difficulties encountered (such as student's requests

for specific information, difficult clients), to clarify regulations or information, and to locate missing materials. The meeting was also used to invite guest speakers whose information would be of benefit. For instance, a representative from the Canada Student Loan office came to inform the staff about changes in requirements for obtaining student aid. Representatives from the School of Continuing Education gave a presentation as well. Additionally, the meetings were used to disseminate new educational and career planning information. Administrative duties were also carried out at the weekly meetings. A total of 42 hours were spent working in the Career Planning Centre.

Supervision

Supervision was conducted by both field and faculty supervisors. The intern met with her field supervisor, Dr. Elaine Davis, for two one-hour meetings per week. The supervision meetings included reviewing and discussing sections of video-taped counselling sessions, discussing clients on the intern's case load with respect to progress or difficulties in therapy, and intern questions. The intern underwent tremendous growth in counselling skills as a result of this field supervision. She appreciated the expertise and insight of her supervisor and worked hard to put suggestions into practice.

Faculty supervision, with Dr. Lee Klas, was conducted through three joint meetings with the intern and field supervisor. The first of these meetings was used to become acquainted and to discuss the placement and the intern's goals and responsibilities. The final two meetings were evaluation and progress of the

intern at the mid-point and at the end of the internship placement. The mid-term evaluation found that the intern was making good progress toward her goals; areas for continued improvement were noted, such as confrontational skills, analysis of in-session process, and ability to direct clients' focus. At the end of the term evaluation meeting, all parties agreed that the intern had successfully met her outlined goals. She had increased skill levels in counselling and showed a high degree of professionalism with faculty, staff, interns, and students. The intern also consulted with her faculty supervisor throughout the placement to discuss development of her project and compilation of the internship report. See Appendix B for a copy of the intern's evaluations.

Interpersonal Process Recall Training

Interpersonal Process Recall (IPR) is an interdisciplinary seminar. The focus of the seminar is on developing and refining counselling skills in a variety of areas. An integral part of the training includes viewing and discussing video taped sessions of clients. Participants in IPR training can include graduate students from helping professions, such as master's level students from educational psychology, social work, nursing, and first year family practice residents. The intern participated in IPR training for eight consecutive weeks, three hours per week. IPR training was conducted by Dr. Elizabeth Church for seven meetings and by Dr. George Hurley for one meeting. During training the intern was exposed to a variety of counselling issues; these included relaxation and stress reduction training, using IPR to critically examine one's own counsellor skills,

learning about work with gay and lesbian clients, and examining therapy models. A portion of each meeting was reserved for videotape viewing.

The intern found the IPR training to be a valuable method to critically examine her counselling style. The observations, questions and feedback from the other participants focused on current skills and skills to be achieved. The intern learned by observing video-taped interviews by other participants. A total of 24 hours were dedicated to IPR training.

In-Service/Case Conferencing

One-hour weekly in-service meetings took place during the intern's placement. The purpose of the meeting was two-fold: first, administrative issues were raised and discussed by the Director and counselling staff; secondly, a counsellor presented a client case and received suggestions or feedback from other counsellors. The case presented was usually particularly challenging for the presenting counsellor. On two occasions, in-service presentations were informational sessions given by cross-appointed faculty from the Faculty of Medicine and the School of Social Work.

The intern presented a client case on November 17, 1995. The client case was chosen after consultation with her field supervisor. The intern received questions, comments, and suggestions from the other counsellors. This input enabled the intern to be a more effective counsellor with the client in future sessions. Overall, case conferences offered the intern an opportunity to gain insight into various theoretical counselling approaches, identify hypotheses and

themes in counselling versus specific behaviours, and examine process in counselling. The case conferencing was found to be therapeutic by the intern. It allowed professional support in dealing with difficult client cases. A total of 13 hours were spent in in-service and case conferencing.

Workshops

During the internship placement the intern was eager to participate in training or workshops relevant to counsellor issues. She attended a full day workshop entitled "Sex, Drugs & HIV", sponsored by the Faculty of Medicine, Memorial University of Newfoundland. The workshop was multi-faceted, focusing on sex, drugs, and HIV. Presentation style included panel discussions, guest speakers, videos and small group work. The workshop proved to be an information filled day for the intern, and a topic to pursue further. The intern also applied for a two-day training session in adolescent addictions offered through Drug Dependency Services. The Fall training session was filled to capacity; however, she could attend during a Winter offering. A total of eight hours were spent to attend the workshop.

Reading/Research

The University Counselling Centre places emphasis on scholarly work. To facilitate this effort, counsellors are allocated eight hours per week for research. The intern found this time very beneficial. The time was used to concentrate on

completion of her project and internship report and to meet with her faculty supervisor.

During the placement, the intern was eager to augment her learning through professional reading. The Counselling Centre library offers a wide array of counselling resource materials. Other professional reading was suggested by Centre counsellors or the intern's supervisor. The intern chose to do much of the reading outside the internship day. Appendix A consists of an annotated bibliography of the intern's professional reading. A total of 104 hours were spent doing research and a total of 29 hours reading professional materials.

Maintaining Log and Case Files

The intern maintained a detailed daily log throughout the internship. The intern used the log to record data, observations, and reflections on internship activities. The variety of activities, with time allocated to each, was also noted in the log. The log was beneficial, as recording observations and reflections provided another way to process and learn from internship activities. The log proved to be a very valuable resource when the intern compiled the internship report.

The University Counselling Centre follows a defined procedure regarding client files. The intern carried out the procedure, which involved completing intake reports on each client, maintaining working notes of client sessions, and completing client summary reports for termination of counselling. As the internship neared completion, the intern spent a great deal of time completing

summary reports for clients. The intern also maintained an ongoing list of all clients. A copy of this list was given to the field supervisor weekly. The complete list was submitted at the end of the internship. As well, all case files were submitted for review by the field supervisor. A total of 61 hours were spent maintaining the log and case files.

Conclusion

The intern gained valuable professional and personal experience and knowledge throughout the 13 week internship placement. The preceding descriptions illustrate the depth and variety of activities in which the intern became involved. The experience gained from these activities assisted the intern in her professional knowledge, theoretical orientation, counselling skill, and overall competencies. The intern evaluated the internship as a very successful endeavour.

The internship placement provided the intern with the support and resources to carry out a worthwhile project. The compilation of a manual for new counsellor trainees was a rewarding learning experience. It is anticipated the manual will be beneficial to incoming Educational Psychology students.

CHAPTER III

SUMMARY

The intern engaged in a thirteen week internship placement at the Memorial University Counselling Centre. For the research aspect of the internship, the intern developed an orientation handbook for incoming Educational Psychology students.

The internship experience enabled the intern to fulfil individual goals of learning and professional growth. The placement provided many opportunities for new learning experiences. The intern engaged in individual counselling with 53 clients whose concerns were of personal, career, or of a mixed nature. She assisted students in finding academic and career information during regularly scheduled times spent in the Career Planning Centre. She participated in training meetings for Career Planning Centre personnel, case conference weekly meetings, Interpersonal Process Recall training, co-led an assertiveness training group, other training, and a full day workshop. The culmination of training, activities, and experiences during the internship enabled the intern to further develop her counselling skills, gain new knowledge, and feel competent about related future employment. She would highly recommend the internship option to other graduate students in Educational Psychology.

The internship project was developed to fulfil the internship option requirements. The intern developed an Educational Psychology Graduate Student Orientation Handbook. This was a complex undertaking yet quite rewarding for

the intern. She received much satisfaction from producing a handbook which will benefit incoming graduate students and hopefully be a resource for the Educational Psychology program.

CHAPTER IV

INTERNSHIP PROJECT

Introduction

The requirements of the internship option in the graduate Educational Psychology program state that the intern must complete a research report or project on some aspect of the area of study of the internship. The intern investigated several possible areas of study which would be beneficial to her. With the consultation of the faculty supervisor the intern decided to develop an orientation handbook specifically for incoming candidates in the Educational Psychology program.

Statement of Purpose

The counselling field is an expansive one, providing many different types of employment opportunities. The counsellor trainee is faced with learning the basic tenets of several selected areas considered essential. The Educational Psychology program objectives strive to equip the counsellor trainee with the knowledge and skills needed to launch their career.

The overall plan and intended outcomes are likely more holistic for the graduate educators and counsellors already working in the field. These individuals have the advantage of knowing that the program pieces will integrate to form a useful, working program.

For the counsellor trainee, immersion into this wide array of knowledge and skills could be intimidating and unclear. The trainee is focused upon learning the new knowledge and skills required by the program. This learning often occurs in isolated segments without the presentation of a comprehensive program overview. A focus including a holistic overview would be of more benefit to the trainee.

The above illuminates an area of need within the Educational Psychology program. The purpose of this project is to address this need. More precisely the aim of this project is to develop a handbook for the counsellor trainee. The handbook is intended to augment and enhance the trainee's progress in his or her graduate education.

Specific purposes within the handbook include:

- 1) Provide the graduate student an orientation to the program and an holistic view of all components of the Educational Psychology Program.
- 2) Provide practical information to the graduate student about important things to know.
- 3) Provide detailed information about the program subspecialties and their requirements.
- 4) Provide the graduate student with suggestions and advice based on the experiences of previous Educational Psychology students.
- 5) Provide information on employment trends of previous graduates, the registration process and professional organizations available to join.
- 6) The handbook is developed with the intent of providing the graduate student with information for the duration of their program.

Rationale

Handbooks are well known as tools to assist learning. They are widely used and offer an alternative learning format. Some uses include training in a specific skill area, guides for internship placements, and guides for supervision of trainees. Development of a handbook for the Educational Psychology trainee will serve to augment the program and enhance learning for its users.

Methodology

The intern used a multifaceted approach in developing the handbook. Information was gathered from a thorough literature review, input from previous and current Educational Psychology students, input from Educational Psychology professors, ideas from similar handbooks developed by other university Educational Psychology departments across Canada, and other resources from people whose input enhanced the handbook.

An extensive review of the literature uncovered very little information addressing the concerns of graduate students. Stewart (1995) states, in his development of a three stage model of graduate student development, that "Despite the importance of graduate students to the academic vitality of a college or university, very little clinical literature pertaining to the unique issues these students face has developed" (p.21). Vlisides and Eddy (1993) reviewed several graduate student orientation models. Mohoney's research (as cited in Vlisides and Eddy, 1993) also concurred that studies pertaining to graduate education in general have not been abundant and that research has been lacking. In their

review of graduate student orientation models, Vlissides and Eddy recognized the importance of orientation programs in allaying student anxiety and in ingratiating new graduate students.

Some other support in recognizing the unique concerns which face graduate students comes from Bowman, Bowman, and Delucia (1990). These authors report on a student to student mentoring program instituted at Purdue University in the Counselling and Personnel Services section of the School of Education. The program was established to assist new graduate students in alleviating the stress associated with beginning graduate studies. Graduate studies begins a period of unavoidable life changes, challenges and transitions. Valdez's research (as cited in the Bowman, Bowman, and Delucia, 1990) found that eighty-one percent of participants experienced a moderate or major crisis during their first graduate semester. Bowman et al. (1990) acknowledged that the stresses of new graduate students can be minimized by prevention strategies, and peer and social support networks in particular.

Although the literature review did not uncover a vast amount of information concerning graduate students and their particular concerns, the gap of literature in this area demonstrates the need for more interest in the graduate student population. The development of the orientation handbook is one way of assisting new graduate students in their adjustment to a graduate program. It is intended to help alleviate the stress and fears of the new graduate student by

providing them with information about all aspects of the Educational Psychology program.

The intern also drew upon the experiences of previous and current Educational Psychology students. Information was gathered in an informal manner such as discussions, casual meetings, and telephone contact; some valuable suggestions for the handbook were obtained during this process. A similar format was used to gain insight from the Educational Psychology professors; the intern scheduled individual meetings with those professors who were available. She outlined her proposed project, then inquired if the professor could offer any ideas to include in the handbook. Once again, very helpful suggestions were obtained.

In the pursuit of developing the most comprehensive handbook possible, the intern investigated whether other university Educational Psychology departments had developed a similar handbook. The nine universities contacted are listed below. Six universities which returned the intern's contact were quite interested in the project. Several requested that a copy of the finished handbook be forwarded to them. The University of British Columbia was in the process of developing such a handbook for the Educational Psychology department, but did not have anything that they could send. The University of Calgary Educational Psychology department was the only department which had already developed a similar handbook. The copy of their handbook provided the intern with many ideas about format for the handbook and topics to include. Table 3 below provides particular details about the universities contacted and information furnished by them.

Table 3**Information supplied by various universities**

University	Number of Contacts	Information Available
University of British Columbia	2	Handbook in progress no information available
University of Alberta	2	Program information brochure
University of Calgary	1	Educational Psychology Orientation Handbook
Ontario Institute for Studies in Education (OISE)	3	Contact was not established
University of Ottawa	3	Contact was not established
University of Western Ontario	1	Handbook for graduate students in graduate education information and application leaflets
McGill University	3	Contact was not established
University of New Brunswick	1	No handbook available
Acadia University	2	Information on seminar and practicum in counselling information leaflet for M.Ed. students

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Appendix A
Annotated Bibliography

ANNOTATED BIBLIOGRAPHY

Alberti, R., & Emmons, M. (1994). Your perfect right: A guide to assertive living (Rev. 6th ed.). San Luis Obispo, CA: Impact Publishers.

This book teaches what assertive behaviour is and how to achieve it. In addition to basic assertiveness skills the book describes how you can become more assertive at home, at work, and in relationships. There are also chapters to help others deal with the new you and integrating assertiveness with the rest of your life.

American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders (4th ed.). Washington, D.C: Author.

This is a manual developed for mental health care providers. Included in the manual are directions for use. Disorders which are usually first diagnosed in infancy, childhood, or adolescence. Also, all other disorders are described in great detail with diagnostic criteria. It also contains ten appendices with further information.

Ansbek, T.J. (1993). The deadly diet: Recovering from anorexia and bulimia (2nd ed.). New York: New Harbinger Publications.

The focus of this book is to treat the client by dealing with issues in his or her life through cognitive behavioral therapy. It does not focus on food. It teaches the client through stress relievers, awareness of how his or her personality flaws has kept them in this disorder. It gives step by step instruction and assignments to help the eating disordered client become free and healthy.

Bauer, B.G., Anderson, W.P., & Hyatt, R.A. (1986). Bulimia: Book for therapist and client. IN: Accelerated Development Inc.

This book extensively covers all aspects of the eating disorder bulimia. It gives the therapist an understanding of the disorder via the epidemic, medical aspects, differences in individuals and personality. It then covers the treatment and therapy issues and recovery.

Brodsky, S.L. (1991). Testifying in court: Guidelines and maxims for the expert witness. Washington, D.C: American Psychological Association.

This book gives the practitioner insight into the court process procedures and how to prepare and present oneself. I liked the maxim, "from the earliest stage of legal activity, be certain to have mastered the foundations of your knowledge and role". The book includes many maxims such as above.

Campbell, D.P. (1974). If you don't know where you're going, you'll probably end up somewhere else. Niles, IL: Argus Communications.

This little book was excellent. It succinctly addresses the components of career planning. I would recommend this book to young people and I will use it as a career counselling resource.

Dolan, Y.M. (1991). Resolving sexual abuse: Solution focused therapy and Ericksonian hypnosis for adult survivors. New York: W.W. Norton and Company.

This book is very useful to therapists trying to help their clients resolve their experiences of sexual abuse. Dolan describes an array of symptoms arising from abuse. She provides many techniques to work with the client, utilizing supports, and dealing with nonsupportive contacts. Much of her book deals with the healing process.

Hansen, J.C., & Campbell, D.P. (1985). Manual for the SVIB-SCII: Strong campbell interest inventory form T325 of the strong vocational interest blank (4th ed.). Palo Alto, CA: Consulting Psychologists Press.

This is a manual used to describe the SCII and its development. It discusses reliability and validity of the test and of test components. It offers suggestions on interpreting the test results. An excellent resource to the SCII test.

Lange, A.J., & Jakubowski, P. (1979). Responsible assertive behaviour: Cognitive behavioral procedures for trainers. IL: Research Press.

This is a very good resource book for conducting an assertiveness training group. It distinguishes among assertive, non-assertive and aggressive behaviour. It includes many exercises to teach assertiveness and the procedures to aid in changing behaviour. There is information on how to run different types of assertiveness training groups.

Linehan, M.M. (1993). Cognitive-behavioral treatment of borderline personality disorder. New York: The Guilford Press.

This book is divided into four sections: The theory and concepts of borderline personality disorder, treatment overview and goals, basic treatment strategies, and strategies for specific tasks. The book consists of 526 pages of very detailed useful information to the user. I was interested in this book as a guide to assess a client. I found the book very interesting and with many ideas.

O'Hanlon Hudson, P., & Hudson O'Hanlon, W. (1991). Rewriting love stories: Brief marital therapy. New York: W.W. Norton Co.

I really enjoyed this book. Its focus is solution oriented versus understanding the past. It offers many techniques to use with conflicts in relationships. Four factors for good lasting relationships are: skills, ethics, commitment, and humour.

Wincze, J.P., & Carey, M.P. (1991). Sexual dysfunction: A guide for assessment and treatment. New York: The Guilford Press.

This book is a manual for practitioners. It describes definitions of sexual function and dysfunction, diagnostic questions, and the assessment sexual dysfunctions of men and women are explained. Assessment and treatment approaches are discussed. It offers valuable knowledge on the topic.

Wolpe, J., & Wolpe, D. (1988). Life without fear: Anxiety and it's cure. Oakland, CA: New Harbinger Publications.

This book is a useful resource to understand the development, variety, and treatment of anxiety issues in clients. Through explanation of how anxiety/fear issues develop, the practitioner can gain insight into how treatment is effective. The authors discussed treatments available to the client with anxiety issues. These treatments included systematic desensitization, behavioral analysis and behavior therapy. Within behavior therapy, the authors discussed treatments including assertiveness training, behavior reversal, sexual inadequacy, intense fear exposure, and fears based on wrong beliefs.

Appendix B

Intern's Evaluations

COUNSELOR EVALUATION FORM (Evaluator)

Counselor Robyn Thorne Evaluator E. DavisInterview No. _____ Clients first name _____ Date November 7, 1995

Circle pertinent items by rating 1 (low achievement) to 7 (high achievement). If not pertinent, circle N/A.

Relationship

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----|
| 1. Shows warm, genuine regard for client vs. being cool, distant, aloof. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Shows accurate, empathic understanding of client vs. inaccurate understanding vs. misunderstanding. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 3. Communicates with openness, self-disclosure vs. inappropriate self-disclosure vs. defensiveness. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Counselor Verbal/Nonverbal Behaviour

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|-----|
| 1. Strives toward understanding by reflecting, clarifying and questioning vs. making quick judgements or lecturing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Listens to clients vs. allows clients to ramble vs. counselor talking too much. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 3. Supportive and encouraging to client vs. quick, inappropriate confrontation or denial of feelings. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 4. Appropriate nonverbal behaviour congruent with verbal behaviour vs. incongruent non-verbal behaviour. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Exploring the Problem

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|-----|
| 1. Accurately and quickly responds to important affect vs. missing affect, or excessively attending to cognition/content. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Moves toward concrete description of presenting problem vs. abstraction, or unfocussed exploration. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 3. Achieves a clear, concise understanding of problem vs. a vague, general statement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Problem Solving

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----|
| 1. Reinforces positive, growth-producing behaviours vs. diminishing or ignoring them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Explores client initiated options for problem-solving vs. directing client's possibilities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 3. Develops mutually agreed-upon behavioral goals with client vs. imposes solution. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 4. Utilizes appropriate strategies for problem-solving vs. inappropriate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 5. Implements appropriate strategies for problem-solving vs. inappropriate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Describe and/or comment below on strategies which were (or could have been) used.

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----|
| 6. Counselor has theoretical rationale for chosen strategies vs. lack of awareness or theory for strategies. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
|--|---|---|---|---|---|---|---|-----|

Evaluation and Outcome

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----|
| 1. Was the process of this session satisfactory in terms of an appropriate and helpful relationship? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Was the outcome of this session satisfactory? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Comments: (Includes counselor's strengths and limitations during the interview.)

Robyn,

I believe you started the internship with a good skill foundation, one example of which is the ability to quickly establish rapport with clients. I think you have exhibited a honing of listening and information-gathering skills in the weeks since. I've been impressed with your willingness to read about and try new things - and also by your willingness to take on responsibilities. In the few weeks remaining, I hope opportunities will exist for you to gain more experience in focusing on in-session processes and perhaps even in how and when confrontation might be appropriate.

Elaine Davis

COUNSELOR EVALUATION FORM (Evaluator)

Counselor Robyn Thorne Evaluator E. DavisInterview No. _____ Clients first name _____ Date December 8, 1995

Circle pertinent items by rating 1 (low achievement) to 7 (high achievement). If not pertinent, circle N/A.

Relationship

- | | | | | | | | | |
|--|---|---|---|---|---|-----|-----|-----|
| 1. Shows warm, genuine regard for client vs. being cool, distant, aloof. | 1 | 2 | 3 | 4 | 5 | 6 | (7) | N/A |
| 2. Shows accurate, empathic understanding of client vs. inaccurate understanding vs. misunderstanding. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |
| 3. Communicates with openness, self-disclosure vs. inappropriate self-disclosure vs. defensiveness. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |

Counselor Verbal/Nonverbal Behaviour

- | | | | | | | | | |
|---|---|---|---|---|---|-----|-----|-----|
| 1. Strives toward understanding by reflecting, clarifying and questioning vs. making quick judgements or lecturing. | 1 | 2 | 3 | 4 | 5 | 6 | (7) | N/A |
| 2. Listens to clients vs. allows clients to ramble vs. counselor talking too much. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |
| 3. Supportive and encouraging to client vs. quick, inappropriate confrontation or denial of feelings. | 1 | 2 | 3 | 4 | 5 | 6 | (7) | N/A |
| 4. Appropriate nonverbal behaviour congruent with verbal behaviour vs. incongruent non-verbal behaviour. | 1 | 2 | 3 | 4 | 5 | 6 | (7) | N/A |

Exploring the Problem

- | | | | | | | | | |
|---|---|---|---|---|---|-----|---|-----|
| 1. Accurately and quickly responds to important affect vs. missing affect, or excessively attending to cognition/content. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |
| 2. Moves toward concrete description of presenting problem vs. abstraction, or unfocused exploration. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |
| 3. Achieves a clear, concise understanding of problem vs. a vague, general statement. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |

Problem Solving

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----|
| 1. Reinforces positive, growth-producing behaviours vs. diminishing or ignoring them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Explores client initiated options for problem-solving vs. directing client's possibilities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 3. Develops mutually agreed-upon behavioral goals with client vs. imposes solution. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 4. Utilizes appropriate strategies for problem-solving vs. inappropriate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 5. Implements appropriate strategies for problem-solving vs. inappropriate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Describe and/or comment below on strategies which were (or could have been) used.

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|-----|
| 6. Counselor has theoretical rational for chosen strategies vs. lack of awareness or theory for strategies. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
|---|---|---|---|---|---|---|---|-----|

Evaluation and Outcome

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|-----|
| 1. Was the process of this session satisfactory in terms of an appropriate and helpful relationship? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |
| 2. Was the outcome of this session satisfactory? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Comments: (Includes counselor's strengths and limitations during the interview.)

Robyn,

In the four weeks since the "mid-term" evaluation, you appear to have maintained and improved your skill levels. I believe you've been able to make a start (and see benefits) in appropriate confrontations with clients. I've noticed that you've also had a chance to occasionally switch emphasis from content to process and I believe you've seen some benefits result. I have found you to be quick to grasp concepts and implement suggestions. One outstanding example of that was your assistance as co-leader of the assertness training group. My observations have indicated that your relationships with faculty, staff, interns, and students have shown a high degree of professionalism. I wish you success in your new position and in continued honing of your counselling skills.

Elaine Davis

**The Educational Psychology
Graduate Student Orientation
Handbook**

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Welcome



Congratulations! Welcome to the Educational Psychology program.

Well, don't just stand there. Come and meet your new friends.

Everyone is probably a stranger now, but as you work through your courses some of these strangers will become your best friends. The same is true of your professors. They may demand quality work but you can count on them for help when the going gets rough. This is a good time to plan a group social and it's a great way to meet everyone. Most new students experience some anxiety about their new commitment called a Master of Education. You may be wondering what you have gotten yourself into? What's it like to be a master's student? How difficult will the courses be? If you are nervous or anxious, don't worry, it's normal and more than likely your fellow students feel the same way. Just remember that if you did not have what it takes to succeed, you would probably not have been admitted to the program.

So just what can you expect from the Educational Psychology program? The purpose of this handbook is to answer that question for you. It is intended as a resource to help you get a positive start in your program. It provides useful information about the program, its organization, the people, and activities related to the program. It addresses the questions and concerns of previous students which will likely be yours too. It hopes to provide you with an overview of the entire program so that you will gain a perspective of the wider counselling field. This perspective will help you integrate individual program components, thereby getting the most from your courses and from your overall degree. However, the information contained within this handbook is to be taken as informational

and advisory only. Official regulations regarding your program can be found in the Graduate Handbook and/or The School of Graduate Studies Calendar.

This handbook is but one of several you should be aware of as a graduate student. It is intended to cover all you will need to know, but almost certainly there are gaps. The following handbooks are also very valuable to the new Educational Psychology graduate student. Many of these are published annually. It is recommended that the responsibility of your program and its procedures rests with you!

- The Graduate Handbook: A guide for graduate students and faculty members (available from The School of Graduate Studies)
- Handbook, Graduate Students, Faculty of Education, May 1994 (available from Graduate Office, Faculty of Education)
- Guidelines for Graduate Studies in the Faculty of Education, Memorial University of Newfoundland (available from Graduate Office, Faculty of Education)
- Information Pamphlet: Per Semester Information for Graduate Students, Faculty of Education (available from Graduate Office, Faculty of Education)
- A Lifetime of Learning: A resource book for mature and non-traditional students (especially applicable to students new to St. John's or back to University after a long break. Available from Office of Student Affairs and Services)
- Graduate Students Union, Memorial University of Newfoundland Handbook and Daily Planner/per academic year (available from the Graduate Student Union Office; Room 2007 Field Hall)
- Graduate Calendar (available from the School of Graduate Studies)

- Abstracts of Theses and Reports (available from Graduate Office, Faculty of Education)

Common Queries

Most new graduate students wonder about the new program which they have started. This section will address some of these queries.



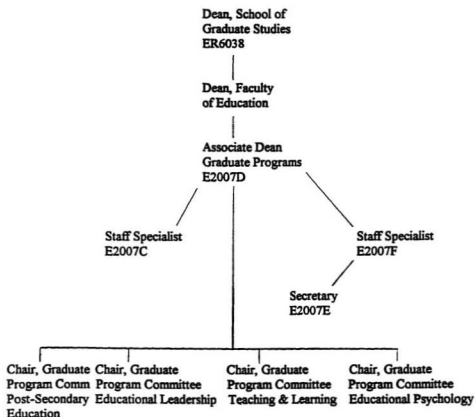
1. How will my life change? The graduate program will keep you very busy just completing the academic and field placement requirements. You will need to make adjustments in how much time you have available for your spouse, children, and "luxuries" such as sleeping, television programs or hobbies you pursue. You will find that time becomes a precious commodity. Ellis (1985) is correct when he says, "It is unfortunate that time cannot be saved like wood for a stove or food for the winter" (p.45). Suffice it to say you will be very busy as a graduate student. You may find it helpful to refer to Ellis' chapter entitled, "Time", in his book, Becoming A Master Student, for ideas on how to use your time most efficiently. Other authors who have written on the topic include Lakein (1973), How to Get Control of Your Time and Life, Ellis and Knaus (1977), Overcoming Procastination, and Eliot and Breo (1984), Is It Worth Dying For?
2. Will the master's program be that different from an undergraduate degree? Most likely, yes. Expectations will be higher for the quality of work you produce and the commitment to your program. You will find that classes are longer in duration and

smaller in numbers of students. The typical format will involve a seminar approach combined with lectures, guest speakers, case conferencing, audio-visual, presentations, field trips, and a great deal of required reading. Incidentally, you may want to polish your presentation skills, as you will be teaching and presenting to your classmates. Of course, you will note a big difference in the minimum pass grade. It is no longer 50, but 65 percent.

3. Is there anything you should know about written work? An almost universal expectation related to written assignments is they will be typewritten and written in APA style. APA refers to the American Psychological Association. The association publishes an up-to-date manual outlining specific procedures for preparing written documents, Publication Manual of the American Psychological Association, (1994). A benefit of using this writing style is that you gain experiences for writing your internship, project or folio report, or your thesis, which follows those same guidelines. See Appendix A for the regulations for the preparation and examination of a graduate thesis and internship, project, and folio report.



Administrative Structure



The above diagram illustrates the administrative structure of the Education Graduate Programs within the School of Graduate Studies. The actual people holding these positions change, and therefore their names have been purposely omitted. Should you require specific names, these would be available at the Office of the Associate Dean of Graduate programs.

Acronyms (you might run across)

EDPS: Educational Psychology

SGS: School of Graduate Studies

GSU: Graduate Student Union

GO: Graduate Officer/Head

GA: Graduate Assistantship

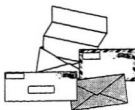
TSC: Thompson Student Centre

Admission Accomplished, What's Next?

Introduction

Welcome to the Educational Psychology program which is often referred to as "Ed. Psych" by it's students. The Educational Psychology program offers two subspecialties:

School Counselling and School Psychology. The School of Graduate Studies has conferred a total of 188 Master of Education degrees in Educational Psychology to students like you since the program's inception in 1970.



All affairs related to the Educational Psychology program are conducted at the Office for Graduate Programs, Faculty of Education and the Office of the Associate Dean of Graduate Programs. These offices are located in rooms E2007C-F on the main floor of the G.A. Hickman (alias Education) Building. Telephone numbers are located in the directory of this handbook.

Registration Procedures

All graduate students are registered through the School of Graduate Studies, whose office is located on the 6th floor of the Alexander Murray Building, room ER6038. The School of Graduate Studies (SGS) publishes The School of Graduate Studies Calendar and The Graduate Handbook. It is recommended that you obtain these publications. They include the official regulations regarding student responsibilities with which all students should be familiar, such as degree regulations, registration, payment of fees, awards, and deadlines.

Upon admission into the program, you will receive a letter of confirmation from the School of Graduate Studies (see Appendix B). Sometime later, you will receive an information package to orient you to the program. Although actual registration takes place through telephone registration, your required courses are selected for you by an administrative staff specialist. The staff specialist coordinates the course offerings so that core and prerequisite courses are completed early in your program. In addition to selecting your required courses, the staff specialist will advise you of elective courses you need to complete. It is important that you advise the staff specialist which courses you intend to take and whether you intend to do a thesis, project, internship or paper folio. This procedure insures that you do not register for a course for which you do not have the prerequisite. Elective courses can be chosen from the selection of courses being offered in any particular semester. This list is sent with the correspondence from the staff specialist and is also in an information brochure for each semester, available at Graduate programs, E2007F.



Telephone registration is provided by the registrar's office. You will receive a permit to register and a letter confirming your eligibility to register. In a separate mailing you will receive detailed graduate registration procedures. Two important points regarding registration are:

1. You must register for "Graduate Registration" every semester, regardless if you are registering for other courses or not.
2. Registration is valid only if academic and financial obligations are met.

Once again, you are advised to refer to official publications for complete registration details.

Part-Time Students

Part-time students adhere to exactly the same regulations and procedures as full-time students. An effort is made to give part-time students a selection of courses offered in evening sections. Part-time students may wish to consult with the administrative staff specialist when selecting elective courses.

It has been observed by some previous part-time students that during the course of their program they have felt isolated and disjointed from the program. This stems from infrequent trips to the University and being physically separated from the full-time students. To avert this, you are encouraged, to initiate and maintain social contacts, early in your program. One suggestion is to connect with a full-time or another part-time student for information and support. More ideas on social support are presented later in this handbook.

Advising

Initially you will not be assigned to a specific professor to advise you on program or personal matters. However, the people mentioned below will be able to address certain concerns.

As you progress in your program and meet the individual professors, you will undoubtedly find yourself going to them for advice, direction, supervision, and even personal/academic support. Eventually one will become your thesis, internship, project, or paper folio supervisor. Your concerns can be addressed by the people mentioned below. They are located in the Faculty of Education office (E2007C-F) known as Graduate Programs, telephone 737-8587/3407.

Secretary:

The secretary can address concerns regarding appointment times with the Associate Dean of Graduate Programs, thesis submission, registration procedures, and other general program inquiries.

Administrative Staff Specialist II:

One specialist addresses concerns regarding course scheduling, course selection, registration, fellowships, and other inquiries relating to courses, once you are on the program.

The other specialist addresses concerns regarding applications, admissions, distance education courses, and other inquiries relating to program content/requirements once on a program.

Associate Dean of Graduate Programs

Chair, Graduate Program Committee

Individual professors in Educational Psychology

Financial Assistance



Full time students may qualify for fellowships, although these are limited. They are valued at \$4500 to \$6500 per year. They are awarded on the basis of undergraduate academic excellence. To be eligible for consideration, an overall minimum average of 75 percent in undergraduate courses is normally required. The awarding of fellowships is subject to the availability of funds. No application is necessary; however, you can enquire at the office of the Associate Dean, Graduate Programs (E2007).

Fellowships normally begin September 1st of the year of registration as a full time student. Students commencing full time study during the Winter semester will also be considered for fellowships beginning January 1st of the year of registration as a full-time student.

Full-time students may also apply to be a graduate assistant (GA) during the Fall and Winter semesters. GA's are remunerated for duties performed. These duties are assigned by academic unit, in your case, the Faculty of Education. Such duties may include assisting in research, assistant teaching, marking of assignments, or invigilation of examinations. Application forms can be obtained from the Office of the Associate Dean,

Graduate Programs (E2007). More thorough information can be obtained in The Graduate Handbook.

Students selecting the thesis option may have access to limited research funds. This assistance is intended to help with expenses associated with research and thesis preparation. These expenses may include questionnaire, travel, or resource materials costs incurred while executing your research. See Appendix C for detailed guidelines.

As mentioned previously, you may receive financial assistance through fellowships or graduate assistantships. You should become familiar with other fellowships, bursaries and scholarships outlined in the Graduate Calendar, The Graduate Handbook, and information about other funding from the School of Graduate Studies. Additionally, some varied positions are available at Bitters, the Graduate Student Union lounge and restaurant. Any students from the school setting may be eligible for funds through the Newfoundland Teacher's Association. It is important that you are aware that only full-time students are eligible for any type of financial award. As a full-time student you are not permitted to commit to any more than 16 hours per week to employment.

Study Space

Did you ever see a student burrowed away at a carrel in the library? That could be you in a year or so. For the time being, you will get tucked away in a room somewhere in the G.A. Hickman Building (alias Education Building).



Full-time students will be allocated a room, which they will likely share with two or three other students, due to space limitations. These rooms are furnished with desks and chairs. They are available for occupancy at the beginning of each semester. You can refer to your semester information pamphlet regarding specific rooms available and inquire at the Office of the Associate Dean for room allocation.

In addition to study space in the G.A. Hickman Building, some library carrels are available. A carrel is a room available for research and typing located within the Queen Elizabeth II Library. You should note that a student is discouraged from having a carrel and an office because of the short supply of study space. There are only 68 carrels available for all graduate students, both part-time and full-time. You will need to apply for a library carrel through the School of Graduate Studies. Detailed information about the policy, requirements and an application form for a carrel is included in Appendix D.

Mail Box

Have those people you used to call friends mail you a letter. The Educational Psychology mail box is located in the mail room (E1008). You will notice other mail boxes; these belong to the other education graduate programs.

Computer Facilities

All education graduate students have computer facilities available for their use in room E5006 and 5007.



There are 50 personal computers and two printers. A fee is charged for printing. In addition to the equipment, there are available a computer consultant, a laboratory instructor, and laboratory monitors who assist with software problems. There is also a faculty co-ordinator for computing facilities.

To gain access to the computer room you must first apply for a computer account from the office in E5008. Appendix E contains an application form and computer facilities regulations. After you have an account, you will receive the code to gain access to the room. Your account is good for the semester and will continue into the next semester; however, you need to reapply each semester. Stem-net and e-mail accounts are available, but you must apply for these through personnel in office E-5034, across the hall from the computer room.

Program Details



The Master of Education in Educational Psychology has two subspecialties: School Counselling and School Psychology. Upon admission you have declared one of these subspecialties. There is some overlap between the subspecialties, as they are more complementary and integrated than discrete. The Department of Education's policy statement (1992) supports such an integration, noting that depending on the area and other resources schools have at their disposal, service delivery may be indirect through consultation or direct to children and parents. However, the distinctions of each are outlined below.

School Counselling

The school counselling subspeciality is designed for the preparation of counsellors for educational settings. The focus will be on school guidance literature, including child and adolescent learning/development, career education, and counselling psychology (School of Graduate Studies 1995-1996 Calendar).

Generally, the candidate in the School Counselling program will not have a degree or major in psychology, although they are required to have some psychology background. For specific admission requirements to the Educational Psychology programs refer to the reference entitled Guidelines for Graduate Studies in the Faculty of Education, (1995) (p. 17). This program aims to prepare you as a counsellor, although some candidates will also meet the criteria to become registered psychologists. Practica placements within the program are in counselling settings. Employment prospects, upon completion, are counsellor related. More detailed descriptions of counsellor roles and responsibilities and guidance services are contained in the Department of Education's publication, Guidelines For The Development And Delivery of Guidance Services, (1988).

School Psychology

The school psychology subspeciality provides preparation in the theory and practice intended to prepare students for careers in school psychology. The program integrates knowledge from both psychology and education with the development of practitioner skills (School of Graduate Studies 1995-1996 Calendar).

Candidates enrolled in the School Psychology program will have an undergraduate major or degree in psychology, or its equivalent. This program is geared to a registered psychologist track upon completion. Practica placements within the program are in psychology or school psychology settings. The employment prospects will likely be for a psychologist at a school board level or at an agency or institutional setting. The Department of Education's publication, The School Psychologist in Newfoundland and Labrador (1992), indicates that "the school psychologist is school board based" (p.6) and that "the school psychologist has a role clearly different from the Guidance or Student Support Services Co-ordinator" (p. 7). To gain a better understanding of the full scope of the school psychologist's roles and responsibilities you are encouraged to read the Department of Education's publication entitled, The School Psychologist in Newfoundland and Labrador: Policy, Guidelines And Professional Practice Standards (1992).

Program Core

The minimum requirements for all options of both programs are outlined for you below. You should note that the programs for some candidates may exceed the minimum requirements. Basically this means . . .

Thesis Route: 18 course units and a thesis

Internship/Project/Paper Folio Route: 24 course units and one of internship report, project report or paper folio.

All candidates in both programs complete course units that form a program core. Courses within the program core will normally be prerequisites or corequisites to all other

courses in the program. The core courses outlined in Appendix K are as they appear in the School of Graduate Studies Calendar. In addition, there are student worksheets included with each course list. In Appendix F, you will find a complete listing, with in-depth course descriptions, of graduate Educational Psychology courses available.

Practica



The easy part was taking notes and doing presentations. Now it is your turn to develop, practice and polish your new found skills. Do not fret! You will be eased into the new learning via your practicum course work. Your professors are kind people, they will gradually immerse you so you learn little by little. Before you know it those new awkward skills will become old hat.

The objective of the practicum courses is to synthesize textbook learning and hands-on experience. It is perfectly normal to feel a period of personal upheaval, unpreparedness, and being overwhelmed. The experience has also been described as being "gray and fuzzy". In comparison to regular course work the practicum courses are exciting and positive experiences. On the other hand they do involve personal risk-taking. You are cautioned about becoming emotionally invested in your clients or becoming over-involved thus neglecting your other courses. To prepare for your practicum work you must become adept at working video taping and recording equipment. Also get used to watching and critiquing yourself.

Practicum courses are scheduled by the Administrative Staff Specialists for full-time students. Part-time students should consult the staff specialists for the best time to

complete these courses. Practicum locations are arranged by the co-ordinating professors; however, you do have input regarding your placement. A list of settings where practicum placements have traditionally been available is held by the co-ordinating professors.

The practicum courses of both programs are listed below. Detailed course descriptions of these are in Appendix F.

Both Programs: All Students

- ☐ 6702 - Counselling I: Theory and Practicum (2 units)

School Counselling With Thesis, Internship, Project and Paper Folio Routes

- ☐ 6704 - Counselling II: Theory and Practicum (3 units)
- ☐ 6708 - Group Counselling: Theory and Practice (2 units)

School Psychology With Thesis, Internship, Project and Paper Folio Routes

- ☐ 6753 - Practicum in School Psychology (2 units)

Over The Top (degree completion options explained)



Over the top is where you will be once you have completed all courses and your choice of a thesis, internship, project, or paper folio. Just think what a great feeling you will get hanging your framed degree. Do not get the hammer out just yet.

It seems this is where so many students get bogged down. Most students do eventually finish their last requirement. However, it is possible to save yourself this grief and aggravation.

Your first decision is choosing the option that is best for you. To help you with this decision, information and particulars on the options is given below. It is advisable to decide early in your program so that you can then prepare for the option throughout your course and practicum work.

Good sources of valuable information are the reports of internships and theses completed by previous students. The Centre for Newfoundland Studies in the Queen Elizabeth II Library is one location of these holdings. These reports are helpful in that you can get ideas about the types of issues and problems that have been researched. They can also give potential internship settings and insight of what the internship experience offers. Singh, Doyle, Evans, and Van De Hulst (1995) offer another resource entitled, Graduate student research in the faculty of education from 1977 to January 1995: Abstracts and reviews. This book is a compilation of all titles and authors of master's reports since 1977. These resources are valuable throughout the completion of your option. Regardless of which option you choose, you will be required to choose a topic of relevance to research in some manner. For many students the difficulty arises from not having a topic versus not being committed to the task. The above resources will provide you with ideas about topics and ways they have been manipulated and studied. Later in the process you can use the reports' formats to guide your report.

Faculty professors are also useful when trying to decide upon an option or a topic. Make appointments with professors to learn about their areas of research interest. Appendix G contains a brief description of the research interests of professors within the faculty of education. You could possibly do research in a related field. You should be

aware that professors are not obliged to supervise research or projects. Their function is to guide and assist you through the process and make appropriate research related decisions. You will be expected to be a self starter, resourceful and motivated to complete your research or project. You may already have an area of special interest. If so, you will need to decide how you want to explore your interest. You will also need to read related literature, then formulate some possible research questions for study.

Martin (1980, pp. 4-5) alludes to two processes of topic selection that are certain to result in frustration. These processes are called "dreaming in a vacuum" and the "expedient" approach. The more detrimental approach of the two is "dreaming in a vacuum". The student believes a research idea will come from an inspiration. The student goes to parks, for walks, or to quiet places waiting for the inspiration. The "expedient" approach is also an inappropriate strategy. In this case the student selects his or her topic by choosing the subject sample, familiar statistical analysis, or readily available data. With this in mind they proceed to try to find an idea that fits the situation.

Martin suggests that both of these strategies lead to students with ABD (students who have completed all their required work bt the dissertation).

The paper folio and project options are relatively new alternatives for degree completion. To gain insight about these you could read reports on some that have been completed. Previous students or students currently doing one of these options may be able to offer additional information to help you make your decision.

To recap, choosing an option to complete your degree requirements can be a difficult one. Although the decision is difficult, it is important not to procrastinate. You

should try to decide as early as possible. You should try to decide as early as possible. You should try to decide as early as possible. This is not a typing error. It is a message. Do you get the message? A reasonable goal would be by the end of your first summer term. Future efforts can be towards choosing a topic and supervisor, understanding the process of your chosen option, and/or selection of possible internship settings. Appendix A contains the detailed guidelines, "Supervision and Regulations for Preparations for Thesis, Internship, Project and Paper Folio".

THESIS

1. Select a topic, meet with potential Faculty supervisors
2. Select a faculty supervisor
3. Develop a proposal, obtain ethical approval forms if required
4. Collect data
5. Write Research Report
6. Evaluation of Report by External Examiners
7. Possible revisions to sections of the report
8. Re-evaluation of Report
9. Thesis completed Degree conferred

INTERNSHIP

1. Learn about possible settings
2. Obtain interviews, select faculty supervisor
3. Develop goals for setting
4. Select topic for research or project, obtain ethical approval forms if required
5. Develop a proposal
6. Simultaneously begin internship and research, Mid and Final Internship Progress Evaluation
7. Write Internship Report with Research Aspect
8. Evaluation of Report by External Examiners
9. Possible revisions to sections of the report
10. Re-evaluation of report
11. Internship and Research Successfully Completed Degree Conferred

PROJECT

1. Have a general idea for topic
2. Learn about possible settings
3. Obtain interviews
4. Select a faculty supervisor
5. Select a topic for Project
6. Develop proposal for Project
7. Obtain ethical approval if required
8. Carry out needs analysis for intended project
9. Carry out preliminary testing and formative evaluation of Project where appropriate
10. Produce the final product of the project
11. Write the Project report
12. Evaluation of report by external examiners
13. Possible revisions to sections of the report.
14. Re-evaluation of report
15. Project and report successfully completed: Degree Conferred

PAPER FOLIO

1. Decide between three papers on one topic or three papers on three topics
2. Meet with potential faculty supervisors
3. Select a supervisor or supervisors
4. Develop a proposal
5. Integrate original component in each piece of work
6. Work in consultation with supervisor(s) to prepare paper folio for evaluation
7. Evaluation of paper folio by external examiners
8. Possible revisions to sections of the report
9. Re-evaluation of report
10. Paper Folio successfully completed: Degree Conferred

Proposal

The word "proposal" can create anxiety for many students. The word itself is not so bad, but it represents fear of the unknown. Most students did not hear about proposals as undergraduates, let alone have to develop one! Okay, breathe deep, relax. A proposal is kind of like a term paper. You segment the work into manageable chunks. Little by little the proposal will come together. The background work for the proposal becomes part of your report when the research or project is completed. You will be required to develop a proposal for any of the completion options. These may vary slightly.

To get started you can do some reading on the subject. Some resource books are listed below.

1. Balian, E.S. 91994). The graduate research guidebook: A practical approach to doctoral and master's research. MD: University Press of America.
2. Behling, J. H. (1979). Guidelines for preparing the research proposal. Washington, DC: University Press of America.
3. Long, T. J., Convey, J. J., and Chwalek, A. R. (1985). Completing dissertations in the behavioral sciences and education. A systematic guide for graduate students. San Francisco: Jossey-Bass Publishers.
4. Martin, R. (1980). Writing and defending a thesis or dissertation in psychology and education. Springfield, IL: Charles C. Thomas.

Behling, (1979) has specified some of the purposes for writing a proposal (pp.2-3).

He states the proposal:

- Is a document used to convince academic bodies that your research/project is worthy of attention and/or is valuable as it may contribute to a body of knowledge.
- Is a study plan which is followed through the course of the research or project.
- Is a device to help guide the development of the research process.
- Gives continuity to the various steps and stages of work and order to the research effort.
- Helps the researcher focus on the time and energy required and the overall feasibility of the research.
- Forces the researcher to think through the steps involved in the process. The writing will force you to take a direction which shapes the research and the procedures for it.
- Acts as a guide for the hypothesis testing process.
- Serves as the basis of the first three chapters of the final research report.

Proposals are like most everything else, in that there are variations among and within them. Despite the variations there are general commonalities of proposals. An outline of a proposal is described below. The Handbook, Graduate Students, Faculty of Education (1994) also contains a thesis proposal outline.

Introduction:

- Introduction to the Problem
- Purpose of the Study
- Hypothesis and Research Questions

- Definition of Terms (if applicable)
- Significance of the Study
- Assumptions and Limitations

Review of Literature:

- Historical Background
- Theory Relevant to the Major Research Question
- Current Literature

Method:

- Population and Sample
- Instruments
- Validity and Reliability
- Design and Data Analysis Procedures
- Materials, Tasks and Treatment Conditions
- Procedures

What Exactly Is A . . .

Thesis

A thesis in its simplest description is a piece of research. As a student you will be expected to select a topic, then define and develop it into research. Your research on the topic will contribute something new to the field and the findings usually have some generalizability. The proposal you develop will be the blueprint guiding your research.

The thesis option may be an advantage for any students aspiring to doctorate work. Some PhD programs will require a master's degree with thesis as a prerequisite. Students pursuing the thesis option may contact the Associate Dean of Graduate programs in E2007D or the Program Chair to discuss the thesis topic and to secure a thesis supervisor, or may contact individual professors for ideas and guidance.

Financial assistance is available to some students doing a thesis. These funds assist with the expenses of research and thesis preparation. Full details are outlined in Appendix C.

Internship

An internship is as close to the "real" working world as you will get, except you will not get paid. You will spend twelve weeks working as a full-time counsellor or psychologist in a setting selected in consultation with your academic supervisor and the intended setting. You will assume most of the regular duties of the setting under supervision. The internship provides an excellent opportunity to gain more practical experience. Regarding internship sites, you are not restricted to the city. There are options to do your internship elsewhere in the province, country, or at the Harlow Campus in England. To investigate the specifics about these alternate sites contact the Associate Dean of Graduate programs or the Program Chair.

An additional component of the internship is that you will be required to carry out a small scale piece of research or develop a meaningful project applicable to the setting. The internship project or research would likely be smaller in scale than a thesis or project, but of a high quality.

Project

The project is a recent development as a degree completion option. It is described as a reflective development of programs, curricula, policies, or other materials that have practical applications. It usually involves working closely with a setting to develop a useful document. You will likely have both field and faculty supervisors while developing your project. Some examples may include: the development and implementation of a tragic events response team; guidelines for behaviourally disordered students in our schools; or guidelines as a response to violence in our schools.

Paper Folio

The paper folio is a recent development for a degree completion option. It consists of three pieces of work related to the field of Educational Psychology. You must integrate an original component in each piece of work. Depending on whether you choose to do three papers on one topic or three papers on three topics, you may have one or more supervisors. An example of a paper folio might be three papers on Attention Deficit Hyperactivity Disorder (ADHD).

You are reminded to refer to Appendix A for more complete details on the guidelines for the thesis, internship, project, and paper folio.



Becoming Registered or Certified

As a person you are registered with the Department of Vital Statistics, your vehicle and home are registered and your savings can be registered. Did you really believe you would become a full fledged counsellor or psychologist and not be registered?

Historically, professionals in your field have not always been registered by a governing body. However, with progress and accountability, registration and certification is becoming less of a choice and more of a well accepted procedure.

In Newfoundland, registration as a psychologist is available through The Newfoundland Board of Examiners in Psychology. This board will grant you licensure as a registered psychologist for Newfoundland. Certification for school counsellors is available through the Canadian Guidance Counsellor Association (CGCA), which offers national certification of school counsellors.

Authors of The School Psychologist in Newfoundland and Labrador (1992), outline in the section entitled, Educational Standards for School Psychologists, that you "will have fulfilled the mandatory standards outlined in an ACT TO PROVIDE FOR REGISTRATION OF PSYCHOLOGISTS (1985), and to the professional training, qualifications, and assessment requirements as outlined in this policy statement" (p. 21).

The criteria for eligibility for becoming registered are outlined in Appendix H. It will provide you with complete details on this topic. You can also contact the Registrar of

the Newfoundland Board of Examiners for other questions you have which are not answered through the information provided.

The CGCA offers to its members Canadian Counsellor Certification (CCC). The purposes for CCC are to establish a national certification process, identify counsellors who have obtained Canadian Certification, and to maintain a register of certified counsellors. The CGCA believes that certification promotes professional accountability and visibility. It identifies to the public and professional peers those counsellors who have met specific professional standards. Additionally, certification encourages the continuing growth and development of counsellors.

Interestingly, once you have acquired CCC you are required to maintain your certification every three years. Appendix H contains complete information and applications forms regarding CCC.

Employment Opportunities

For Graduates Of A

Master Of Educational Psychology Program

As a student of counselling or psychology you may sometimes ponder about the potential employment opportunities available upon completion. The interpersonal skill training received through your programs becomes applicable to settings other than schools only. Professions such as ministry, law, teaching, administration, publicity, and others draw upon the skills you will possess.

Klas (1993) has researched the professional career trends of formed Educational Psychology students. The findings of his work are presented in the tables below.

TABLE 1
PROFESSIONAL CAREER PATTERNS OF FORMER STUDENTS
OF GRADUATE PROGRAM IN EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION, MUN
(1970-1992)

CAREER AREA	N (OUT OF 262)	PERCENTAGE OF POPULATION (N = 262)
1. <u>Guidance and Counselling (1a-1f)</u>	171	65.7%
a. K-12 School System	(149)	(57.3)
b. Post-secondary System (university, technical schools, community colleges, nursing)	(9)	(3.4)
c. Hospital/Health Settings	(4)	(1.5)
d. Other Community Agencies	(4)	(1.5)
e. Social Services	(3)	(1.2)
f. CEIC	(2)	(.8)
2. <u>Educational Therapist (K-12)</u>	19	7.25
3. <u>Guidance Counsellor/Educational Therapist Combined</u>	18	6.87
4. <u>Educational Psychologist (K-12)</u>	12	4.58
5. <u>University Teaching (in psychology, educational psychology and related areas)</u>	9	3.43
6. <u>Coordinator/Administrator in K-12 and/or University Settings</u>	6	2.33
7. <u>Teacher/Counsellor for Special Needs Students (K-12)</u>	4	1.53
8. <u>Lawyer</u>	4	1.53
9. <u>Department of Education, Provincial Government (Social Services)</u>	3	1.14
10. <u>Educational Research</u>	3	1.14
11. <u>Private Practice in Psychology and/or Counselling</u>	2	<1.0
12. <u>Ministry</u>	2	<1.0
13. <u>Teaching (K-12)</u>	2	<1.0
14. <u>Public Relations (Industry)</u>	1	<1.0
15. <u>Student</u>	1	<1.0
16. <u>Military</u>	1	<1.0
17. <u>Unable to Determine</u>	4	1.53

TABLE 2
PROFESSIONAL CAREER PATTERNS OF FORMER STUDENTS
OF GRADUATE PROGRAM IN EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION, MUN
(1986-1992)

CAREER AREA	N (OUT OF 65)	PERCENTAGE OF POPULATION (N = 65)
1. <u>Guidance and Counselling (1a-1f)</u>	42	64.6
a. K-12 School System	(35)	(53.8)
b. Post-secondary System (university, technical schools, community colleges, nursing)	(1)	(<2.0)
c. Hospital/Health Settings	(1)	(<2.0)
d. Other Community Agencies		
e. Social Services	(3)	(4.6)
f. CEIC	(2)	(3.0)
2. <u>Educational Therapist (K-12)</u>	7	10.8
3. <u>Guidance Counsellor/Educational Therapist Combined</u>	6	9.2
4. <u>Educational Psychologist (K-12)</u>	3	4.6
5. <u>University Teaching (in psychology, educational psychology and related areas)</u>		
6. <u>Coordinator/Administrator in K-12 and/or University Settings</u>		
7. <u>Teacher/Counsellor for Special Needs Students (K-12)</u>	2	3.0
8. <u>Lawyer</u>		
9. <u>Department of Education, Provincial Government (Special Services)</u>	1	<2.0
10. <u>Educational Research</u>	1	<2.0
11. <u>Private Practice in Psychology and/or Counselling</u>		
12. <u>Ministry</u>		
13. <u>Teaching (K-12)</u>	1	<2.0
14. <u>Public Relations (Industry)</u>		
15. <u>Student</u>	1	<2.0
16. <u>Military</u>		
17. <u>Unable to Determine</u>	1	<2.0

Future Connections

You may not realize it right now, but as you progress through your program you are gaining a new identity. You are becoming a school counsellor or school psychologist. Although you will learn much of what you need to know through your courses, much learning also transpires from your colleagues in the field. The best way to tap into this knowledge and expertise is to join relevant associations. You can also become familiar with the relevant professional journals and you may choose to subscribe to selected ones. For continued professional growth you can attend conferences and workshops when they become available. As the old saying goes "there's always room for improvement", and there is really no excuse, with all these resources available.



To assist you in this pursuit the chart below provides the names of some commonly known associations you may be interested in. Application forms to join these associations are contained in Appendix I.

Table 3
Professional Associations

Association	Fee	Applicable To	Mandate	Benefits
SCAN: School Counsellor's Association of Newfoundland Special Interest Council of the NLTA	Member \$15 Student \$5	Guidance Counsellor Educational Psychologists Educational Therapists	SCAN is a professional and political structure designed to bring forth issues of importance to its members, NLTA, Government, Agencies, and Boards.	3-4 newsletters per year Newsgroup on Scan-net Group E-mail services Annual General Meeting and Conference Regional Workshops and Conferences
ANP: Association of Newfoundland Psychologists	Member \$40 Associate \$35 Affiliate \$20 Student \$5 Sponsor Needed	Doctorate and Masters in Psychology Applicants who work in a related field. "Do Not need to be Registered as a Psychologist to join ANP"	ANP seeks to promote human welfare by furthering psychology as an art, a science, and a profession in Newfoundland and Labrador.	2 newsletters per year Reduced fee for workshops Annual General Meeting Professional Support Awards to Students
CPA: Canadian Psychological Association	Member \$96 Student \$25	Psychologists: Applied and Experimental 22 sections (ie. interest groups)	CPA attempts to advance the interests of psychologists who provide psychological services to the community, and who teach and do research.	National Annual Convention Publishes 3 quarterly journals and a newspaper Reduced rates on many other publications Offers Professional Liability Insurance

CCCA: Canadian Guidance and Counselling Association	Member \$100 Associate \$95 Student \$50 Retired \$60	Persons engaged in Guidance and Counselling in education, business and industry, public service agencies, etc.	CCCA has several objectives related to being at the forefront of developments in human understanding, fostering interests and endeavours of those engaged in guidance and counselling, provide for exchange of information, to develop services, resources and research and be a national voice.	6 newsletters and subscription to Canadian Journal of Counselling Annual Conference Continuing Education Units National Certification Professional Liability Insurance Local Chapters across Canada Discounts Awards CCCA position and guidelines Union with other Counselling Associations
CASP: The Canadian Association of School Psychologists		School Psychologists, Psycho-educational Consultants, and students of school psychology	CASP represents school psychologists across Canada. It provides support, professional development, and standards and ethical principles for school psychologists.	Publishes 2 issues per year of The Canadian Journal of School Psychology Annual Convention
CEC: The Council for Exceptional Children	Member \$40 Student \$22	Professionals dedicated to improving educational outcomes for individuals with exceptionalities. Parents or paraprofessionals may also benefit from membership.	CEC is committed to advancing the education of learners with special needs and to fostering the professional excellence and personal growth of its members.	Publishes 22 journals and magazines and newsletters per year. Offer 17 divisions of CEC on various areas of interest and exceptionalities. Annual convention Member discounts

Student Support and Social Facilities



As you pursue your program in Educational Psychology, you will most likely find it exhilarating, yet stressful. The nature of the program involves self examination, which can have an impact on yourself, your family, and friends. It is important for you to recognize and understand this common occurrence. Developing a support network in and out of your program will enable you to deal with any personal challenges you encounter.

Peers

Your friends will be valuable. You can support each other and share information during your program. Students in the year ahead of you will also be able to offer much information on program details. At the University of Calgary, the students and faculty in the Educational Psychology program recently published a graduate student orientation handbook (1995-1996) in which they described the development of a system of peer mentors. Although such a system is not in place at Memorial, your group could initiate it. To do so, students already enrolled in the program could volunteer to become peer mentors. Names, telephone numbers, and program would be compiled in a list. These students would be willing to chat with new students about questions they have and their experience in graduate school.

University Counselling Centre

The Counselling Centre is staffed with registered psychologists. They deal with personal, career, and academic problems. Should you feel you want to see a counsellor at the Counselling Centre the service is free of charge to students.

Graduate Student Union (GSU)

You became a member of the Graduate Student Union upon registration. The Graduate Student Union is an organization for graduate students run by graduate students. They strive to represent graduate students in academic issues and assist in difficulties between an individual and the university. The Graduate Student Union is located in Room 2007 at Field Hall, 216 Prince Phillip Drive. Included within the structure of the Graduate Student Union is a department representative for Educational Psychology. This person can listen to concerns or opinions you may have and give them a voice at the board of directors' monthly meetings. Some funding is also available through the Graduate Student Union. You may be eligible to receive funds to participate in a conference. Appendix J contains an application for conference aid. There is also a maximum of \$500.00 available to departments each year. Your representative would be able to elaborate on the application process of these funds. Additionally, the Graduate Student Union produces an annual Handbook and Daily Planner. This user friendly handbook will give you a yearly calendar, information on the Graduate Student Union, St. John's, funding, and other tidbits.

You will be working hard, so remember to relax sometimes. You are encouraged to make time for some socializing during your program. "Bitters" is the Graduate Student Union student lounge and restaurant. If someone is a social organizer you could plan a social to be located at Bitters. Previous students really emphasize the importance of regular social activities to keep in good spirits and remain connected. Other options for



relaxation are to avail of the facilities of one of the many programs available through MUN physical education. The Graduate Students Union Handbook and Daily Planner 1995-1996 elaborates on the extra curricular activities at MUN (pp. 23-24). Of course, you will find there are many places to drink coffee and relax too.



Current Educational Psychology Faculty

Dr. Edward Drodge	737-7614
Dr. Norm Garlie.	737-7611
Dr. Gary Jeffery.	737-7654
Dr. William Kennedy	737-7617
Dr. Tim Seifert	737-4470

Frequently Used Numbers

Bitters Bar and Restaurant	737-3300
Bookstore	737-7440
Cashier's Office	737-8228
Counselling Centre/Career Planning Centre	737-8874
Graduate Studies	737-2445
Graduate Educational Psychology Telephone Room	737-3500
GSU: General Office	737-4395
Legal Aid	753-7860
Library: Health Science Centre	737-6671
Library: Queen Elizabeth II	737-7425
MUN Daycare Centre	737-4728
MUN Physical Education	737-8675
Office of the Associate Dean	737-8587/3407
Registrar's Office	737-4474
Security	737-8561
Sexual Harassment Advisor	737-2015
Student Health Services	737-7597
Student Employment Centre	737-2033
Student Aid	722-2688
Student Affairs and Services	737-7594

University Chaplains

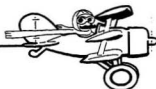
Anglican	737-4373
Pentecostal	737-4374
Roman Catholic	737-8589
Salvation Army	737-4375
United Church	737-4376
Walksafe	737-3737

Phone Directory

[illegible]

Top Ten Things You Need To Do!!!

TOP TEN



1. Take a tour around campus. Include TSC, Libraries, Bookstore, Bitters, Graduate Studies Office, Office of the Associate Dean, Computer Room, Mail Room, and the Registrar's Office.
2. Get your ID card at the TSC, get it updated for the semester at the Library.
3. Apply for a computer account at room E-5008.
Apply for your E-mail internet account address at room E-5034.
4. Get a study office and keys assigned to you. See personnel at the Office of the Associate Dean for this.
5. Inquire at 4 above for mailbox key.
6. Collect all the handbooks that will assist you. They are listed in the front of this handbook.
7. Find out time and location of first orientation and information session given by the Associate Dean of Graduate Programs.
8. Plan an informal get together with fellow students. Invite second year students, as they will have much advice.
9. Buy a detailed daily agenda.

10. Pat yourself on the back. Congratulations, you are on your way to a whole new life.

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Appendix A

Regulations for the Preparation and Examination of a Graduate Thesis and Internship, Project and Paper Folio Reports

Following re-examination, the decision of the voting members of the committee can only be pass or fail. Failure will lead to immediate termination of the candidate's program. There is no option for further examination.

The result of the comprehensive examination(s) shall be reported to the candidate by the dean. The chairperson of the comprehensive examination committee shall report to the head of the academic unit who shall report to the dean.

Theses and Reports

Note: It is the responsibility of both the student and the supervisor to be familiar with all regulations of the School of Graduate Studies with respect to theses, reports and any specific requirement of the student's academic unit.

RESPONSIBILITIES AND GUIDELINES FOR THE PREPARATION OF THESES AND REPORTS **General Comments**

All candidates for the degrees of doctor of philosophy, master of applied statistics, master of arts, master of science, master of nursing, master of engineering and master of women's studies are required to submit a thesis which describes their research. The degrees of master of education, master of physical education, master of philosophy, and master of social work may be obtained through courses only, but most candidates undertaking such a program are required to submit a project, practicum, or internship report, and such reports are subject to the same regulations as are theses.

These regulations and guidelines are designed to do two things.

First, they state the requirements of the School of Graduate Studies relating to the format of theses which **MUST** be followed. These cover the type of paper, content, arrangement of the text and the design of illustrations.

Secondly, they provide advice on acceptable practice in the production of the table of contents, headings, text and references. In general, these match the standards set in recognized research journals. Nevertheless, any good approach may be followed so long as it is used in a consistent fashion and does not conflict with the format requirements of the School of Graduate Studies.

The purpose of writing a thesis is to make the independent, original research done by the student accessible to others. It is important, then, to ensure that the thesis/report as submitted for examination reflects well on the quality of both the student and the university.

The writing of a doctoral or master's thesis is an opportunity to organize and present scholarly work in an intelligible and convincing manner. A thesis should be an original contribution to knowledge and embody the results of a student's research and analysis.

Comprehensive Examinations***Master's Comprehensive Examination***

The composition of the comprehensive examination committee is specified in the degree and/or departmental regulations, and the committee is appointed by the dean. The dean, or delegate, may exercise the right to attend, but is not a voting member. All other members of the committee, including the chair, are voting members.

By majority vote, the members of the committee may decide that the candidate, (i) has passed, (ii) requires re-examination in whole or in part, or (iii) has failed. If there is a re-examination, it must be conducted not less than one month and not more than six months, after the first examination. The decision of the voting members of the committee at this point can only be pass or fail. There is no option for further re-examination. A decision of fail will lead to immediate termination of the student's program.

The result of the comprehensive examination(s) is reported to the candidate by the dean.

Doctoral Comprehensive Examination

The PhD comprehensive examination may be written, or oral, or both, as determined by the academic unit.

Candidates normally take the examination no later than the end of the seventh semester in the doctoral program. Unless an extension is approved by the dean, failure to take the examination at this time will result in program termination.

The examination, whether written or oral, is conducted by a committee appointed by the dean on the recommendation of the head of the academic unit (appendix I - *Recommendation for Comprehensive Examination - PhD Candidates*). The committee consists of the head of the academic unit (or delegate) who is the chairperson, the candidate's supervisor, the dean of graduate studies (or delegate), and at least three other members, the total of voting members to be an odd number. All members of the committee, except the dean, are voting members.

In the examination, the candidate must demonstrate a mastery of those subdisciplines appropriate to his/her research area, as defined by the academic unit in which they are students. Those subdisciplines upon which the candidate is to be examined should be made known to him/her no later than three months before the examination. The candidate must further be able to relate the specialization of his/her research to the larger context of these subdisciplines.

Members of the comprehensive examination committee decide by majority vote that the candidate passes or fails. If the result is a fail, the committee can recommend a re-examination which must be conducted not less than one month, and not more than six months, after the first examination. If a re-examination is not recommended the program will be terminated.

For students who are in the process of preparing a thesis, the School of Graduate Studies would like to draw attention to the following fundamental points.

- (i) The thesis supervisor strongly influences a student's academic and professional development. Through the choice of a supervisor, a student also chooses a work environment and often financial support as well. The value and success of a thesis depends to a very large degree on the quality of the relationship that has developed between supervisor and student.
- (ii) The thesis topic should be decided upon as early as possible. The subject ought to be such that a master's thesis can be written in about 6 to 10 months and a PhD thesis in about 12 months. This writing period will be preceded by a period of investigative research. Master's students should be particularly careful not to choose subjects that are too ambitious or too broadly defined such that their program becomes overly long.
- (iii) The actual style and format of a thesis are of utmost importance. Students should strive to write in a style that is clear, concise and interesting as well as informative. Style of writing is a matter of personal choice and skill, although the type of prose style used in a thesis will be governed in part by the requirements and the conventions of the discipline. A high degree of literacy is expected of all graduate students, and elegance and clarity are desirable whatever the subject of the thesis might be. Grammatical and spelling errors are no more acceptable than are typographical errors. Obscurity of meaning can arise from clumsy grammatical construction or from excessive use of jargon, and these should therefore be avoided.
- (iv) The thesis should demonstrate a mastery of the literature on the subject.
- (v) The presentation of scientific data (tables, figures, charts, etc.,) must conform to the requirements of the specific discipline.
- (vi) The thesis must meet the standards and requirements established by the National Library of Canada. The technical specifications outlined in these regulations and guidelines are such that theses conforming to them will also meet those of the National Library.

Regulations

(1) Format

The thesis/report must have a title page, table of contents, lists of tables, figures and plates, abstract, and a list of references. Other sections such as acknowledgments, a dedication or appendices may be included as appropriate. Chapters may be prepared as individual papers ready for publication in learned journals. However, if this format is followed, there should be no unnecessary

duplication of materials and the chapters should follow each other in a linked and logical order.

(2) Paper

One copy of the final thesis is to be typewritten, laser-printed, or copied (a good, clear copy) on first quality bond paper of at least 50 per cent rag content, measuring 21.5 by 28 cm (8.5 x 11 inches). One side of the paper only is to be used.

Remaining copies of the thesis should be typewritten, laser-printed or copied (good, clear copies) on standard white photocopy paper of the same size.

(3) Typing

The general text of the thesis should be double-spaced with single spacing used for footnotes or lengthy quotations. Triple or larger spacing may be used where necessary to set off headings, subheadings or illustrations. The typeface should be consistent and the copy must be clean. Mathematical symbols, exponents, Greek letters and involved superscripts and subscripts may be written in freehand, provided that this is neatly done in black ink. If a word processor or personal computer is used, make sure that the printer is of "letter-quality" equivalent to that of a laser printer and that the correct quality and size of paper is used. Any form of dot-matrix printing is unacceptable.

Any standard type may be used, but size and style must be consistent throughout. No print smaller than "twelve pitch", i.e., twelve characters to the inch, should be used. Print smaller than this may not be legible on a microfilm copy.

(4) Margins

There must be a margin of 3.8 cm (1.5 inches) on the left-hand side of the pages to allow for binding. Minimum margins of 3 cm (1.25 inches) are required at the top and the bottom. A 2.5 cm (1 inch) margin is required on the right hand side. These requirements also apply to tables and diagrams.

(5) Order of Contents

- (1) Title Page
- (2) Abstract
- (3) Acknowledgments
- (4) Table of Contents
- (5) List of Tables
- (6) List of Figures
- (7) List of Abbreviations and Symbols Used
- (8) Text of Thesis
- (9) Bibliography and References
- (10) Appendices

(6) Title Page

The title page should follow the example shown in appendix J-1. Minor changes may be made at the discretion of the supervisor. The date on the title page should indicate only the year of graduation. In choosing a title, students should keep in mind that it will often be the only information which a prospective user of the thesis will have available. Care should be taken, therefore, to ensure that the title, while concise and accurate, contains those key words which will identify the contents of the thesis as accurately as possible.

(7) Abstract

The student is required to submit an abstract which must not exceed 350 words. This should be placed in the thesis or report immediately after the title page. Its pages should be numbered in lower case Roman numerals.

(8) Acknowledgments

These should be given on a page following the lists of tables and figures, etc. The student should acknowledge advice, encouragement and sources of monetary support. It is appropriate to acknowledge the prior publication of any material that is included in the thesis either in this section or in the introductory chapter of the thesis/report.

(9) Table of Contents

A decimal system as shown in appendix J-2 should be followed. Each heading and subheading appearing in the table of contents must appear in the text of the thesis.

(10) Lists of Tables, Figures and Plates

A list of tables, a list of figures and a list of plates must follow the table of contents if tables, figures and/or plates are incorporated in the thesis. Each list should appear on a separate page with the appropriate page numbers (appendices J-3 and J-4). However, if the lists are very short, they may be combined on one page under the title "List of Tables, Figures and Plates." It is advisable to use the decimal system (e.g., Figure 4.2 is the second figure in chapter 4) if this system is followed for headings.

(11) Headings and Subheadings

Headings and subheadings must be consistent and must correspond to the headings given in the table of contents. Each major section or chapter should begin on a new page.

(12) Pagination

The text is to be numbered consecutively in Arabic numerals beginning with the first page of the text, i.e., page 1 of chapter 1. (This page is not numbered but is included in the pagination). All figures, plates, tables, appendices and similar material are numbered as pages of the text through to the end of the thesis. Material preceding the first page of the text (i.e., acknowledgments, table of

(16) Copyright

Canada's Copyright Act is becoming increasingly important for Canada's universities, and ignorance of the law is no defence against charges of copyright infringement, the consequences of which can be serious, with civil or even criminal prosecution possible. Copyright law protects a variety of creations and gives copyright owners – usually authors or publishers – the sole right to copy or to authorize someone else to copy their works. Copies of the Canadian Copyright Act can be consulted in the Reserve Sections of the Queen Elizabeth II Library and the Health Sciences Library.

The Universal Copyright Convention affords protection automatically to unpublished works without notice or other formalities. When a student's thesis is in progress, this copyright law goes into effect and remains so when the thesis is microfilmed by the National Library. Extensive extracts cannot be printed, quoted or reproduced without the author's written permission. The National Library or its agents may lend or sell copies of the microfiche, but the copyright principle remains in effect. A list is kept of borrowers and buyers of any microfiche, thus making it possible to keep track of those in possession of the material.

When a candidate uses material from other sources it is the candidate's responsibility to ensure that permission for such use has been obtained where necessary (see appendix J-5). Failure to obtain copyright release for such items as maps, standardized tests, etc., will result in the thesis being returned by the National Library without it having been microfilmed. It should be noted that a student who wishes to use his or her own previously published material in a thesis will need a copyright release if copyright for the material in question resides with the publisher. In addition, a release will be required from any co-author(s) of such publications.

(17) Thesis Release

At the time of submission of a thesis, students are requested to complete and sign two copies of a thesis release form which authorizes the graduate school to deposit the thesis in the university library. You must use original forms and not photocopies. (See appendix J-6).

(18) Microfilming

At the time of submission of a thesis, students are requested to complete and sign a National Library of Canada *Non-Exclusive Licence to Reproduce Thesis* form. (See appendix J-7. Three original forms are required. DO NOT USE PHOTOCOPIES.) If the student awards this licence, the thesis will be microfilmed and copies will be made available to users, at their request, by University Microfilms International. In this regard it should be noted that color photographs do not produce good microfilm copies.

(19) Abstracts of Doctoral Dissertations

Doctoral students wishing to have an abstract of their thesis printed in *Dissertation Abstracts International* must complete the appropriate form. (See appendix J-8. One original form is required.) There is a fee, payable to University Microfilms International, if reprints of the abstract are desired.

(20) Thesis Binding Fee

Two copies of all accepted theses are bound for deposit in the university library. The thesis binding fee for these two copies is \$40 which must be paid by the student at the time of submission of the thesis for examination. For PhD candidates, an additional copy of the thesis is required for deposition in the SGS, but no binding fee is necessary. If students wish to have personal copies of their thesis bound, the fee is \$20.00 per copy. The order must be placed at the time of submission since it is not possible to request extra binding at a later date.

(21) Prior Publication

Publication of material prior to submission of a thesis is permitted, as long as the student's supervisor has consented and the SGS has been informed. It is recommended that reports of any published work be submitted as an appendix to the thesis.

(22) Language

All theses and reports must be written in English, except with the express permission of the dean.

Procedures for Examination

Upon receipt of a thesis/report in proper order by the SGS, and assuming the appointment of appropriate examiners, the thesis or report is immediately sent for examination. Names of recommended examiners should be submitted to the dean prior to submission of the thesis/report (appendices K and L). Examiners are asked to examine the thesis/report and return their evaluations within three weeks. Students can normally expect to hear the examiners' results four to five weeks after receipt of the thesis by the SGS. If a PhD thesis is accepted for oral defence, the oral examination is normally arranged two to three weeks after the receipt of the examiners' reports, depending upon the availability of the candidate and the members of the examining board. There should be no contact between the student and the examiners while a thesis or report is under examination.

Master's Theses and Reports**(a) Submission**

Students who wish to graduate must submit their thesis for examination at least three months before the university convocation at which the awarding of the degree is expected. Candidates must also submit to the Office of the Registrar a completed application to graduate (see appendix M) accompanied by the required \$30. Students should consult the

university diary contained in the current edition of the calendar for the precise deadline dates.

The School of Graduate Studies does not accept any responsibility for completing the prescribed procedure in time for the nearest convocation unless the thesis or report is submitted by the prescribed date.

A student should normally submit three copies of the thesis to the supervisor along with completed and signed *Thesis Deposit* (appendix J-6) and *Licence to Reproduce* (J-7) forms, copyright release form(s) (appendix J-5) if required, and the thesis binding fee. Each copy of the thesis must be enclosed in a large envelope, bearing the student's name, academic unit, thesis title, date, and degree sought. The supervisor will then pass the thesis on to the head of the academic unit, accompanied by a signed copy of form 86-SGS-1 (appendix G). The head will then transmit the thesis to the School of Graduate Studies.

In the final analysis, the thesis belongs to the student who wrote it. While it is expected that a student will submit a thesis for examination only with the approval of the supervisor, the absence of such approval cannot prevent submission.

(b) Examiners

The head of the academic unit should submit the names of potential examiners to the dean on the appropriate form (appendix K). There shall be two examiners. If a department recommends that one be external to the university, a list of at least three names is required and a priority order of choice may be specified. The name of at least one internal examiner should also be submitted. It is advisable that the list of potential examiners be submitted three weeks before submission of the thesis to the SGS, but in no case after submission. Examiners for the thesis/report are appointed by the dean of graduate studies. **THOSE SERVING AS EXAMINERS MUST NOT HAVE BEEN INVOLVED IN THE PREPARATION OF THE THESIS OR REPORT.**

(c) Examination

Examination of the thesis will result in one of the following decisions by the dean (on the recommendation of the examiners):

- (i) the thesis is acceptable as it stands;
- (ii) the thesis is acceptable after changes and will not require re-examination;
- (iii) the thesis is unacceptable as submitted; requires major modification and must be re-examined;
- (iv) the thesis is unacceptable, is failed.

N.B. For full details of the regulations governing examination and re-examination of a thesis, consult "General Regulation J - Theses and Reports" as found in the university calendar.

(d) Corrections and Revisions - Time Limit

Minor: The final version of a master's thesis or report found acceptable with or without corrections, shall be submitted to the SGS within 6 months of the date on which the thesis/report and the examiners' reports are returned to the student's academic unit. If a corrected thesis/report is not submitted within 6 months the student is considered to have withdrawn from the program. After this time, the student must apply to be readmitted.

Major: Master's theses/reports requiring re-examination shall be resubmitted to the SGS within 12 months of the date on which the thesis/report and the examiners' reports are returned to the student. Students requiring resubmission and re-examination of theses/reports must maintain their registration during this period. Failure to resubmit the revised thesis/report within 12 months will result in termination of the student's program.

Doctoral Programs**(a) Submission**

Students who expect to graduate must submit their dissertation for examination at least three months before the university convocation at which the awarding of the degree is expected. They must also submit, to the Office of the Registrar, a completed application to graduate (appendix M) accompanied by the required \$30 fee.

The SGS does not accept any responsibility for completing the prescribed procedure in time for the nearest convocation unless the thesis is submitted by the deadline date specified in the university diary section of the current calendar.

A student will submit five copies of the completed dissertation to the chairman of the supervisory committee along with completed and signed *Thesis Deposit and Licence to Reproduce Thesis* forms (appendices J-6 and J-7), copyright release form(s) (appendix J-5) if required, and the thesis binding fee. After consultation with the other members of the committee, the chairman will pass the thesis, accompanied by a signed copy of form 86-SGS-1 (appendix G), to the head of the academic unit who will transmit the thesis to the SGS.

At the time of thesis submission, PhD candidates are asked to supply the graduate school with a computer disk containing their biographical information and the thesis abstract. This will be used to produce the brochure issued at the time of the oral defense. A sample brochure is attached as appendix O.

In the final analysis, any thesis belongs to the student who wrote it. While it is expected that a student will submit a thesis for examination only with the approval of the supervisory committee, the absence of such approval cannot prevent submission.

(b) Examiners

A doctoral dissertation is examined by a board consisting of four members. At least one of these will be an external examiner appointed from outside the university. Normally

there will be two internal examiners appointed from among the faculty members of the candidate's own academic unit, although a second external examiner may be substituted for one of the internal examiners, with the permission of the dean of graduate studies. The fourth member of the examining board is the supervisor who serves in a non-voting capacity. Other than the supervisor, members of the supervisory committee are not eligible for appointment to the board. The members of the examining board are appointed by the dean of graduate studies.

The head of the academic unit should submit the names of potential examiners to the dean. It is advisable that this list of potential examiners be submitted three weeks before submission of the thesis to the School of Graduate Studies, but in no case later than the submission. There should be no contact between the student and the examiners while a thesis or report is under examination, and those serving as examiners must not have been involved in the preparation of the thesis.

(c) Examination

The examination of a doctoral dissertation consists of two related parts; an examination of the written thesis, and an oral defence. The latter will take place only if a majority of the examining board recommend, in their written evaluations of the thesis, that an oral examination and defence should be scheduled. On the basis of the written evaluations, the dean of graduate studies makes one of the following decisions:

- (i) that the candidate be allowed to proceed to the oral defence of the thesis;
- (ii) that the candidate not be allowed to proceed to the oral defence at this time;
- (iii) that the candidate should be failed.

If an oral examination is held, all members of the examining board are required to attend. The examination is chaired by the dean of graduate studies or his delegate, who permits questions only from the members of the board, although the examination itself is open to the public. At the conclusion of the public portion of the examination, the members of the board hold an *in camera* meeting to evaluate the performance of the candidate during the oral examination, and the three voting members recommend to the dean one of the following:

- (i) the candidate has passed (although modifications or corrections to the thesis may be required);
- (ii) the candidate has failed;
- (iii) the candidate should be permitted a re-examination;

On the basis of the recommendation, the dean makes a final determination of the outcome of the examination, and informs the candidate. Required revisions and corrections to the thesis must be made to the satisfaction of the supervisory committee, the head of the academic unit and the dean of graduate studies. The thesis must be formally submitted within 12 months of the date on which it is returned to the student for revision.

When a candidate has been granted a pass and has made the necessary modifications; three copies of the final corrected version of the thesis, accompanied by a completed form (appendix N) recommending that the student be awarded the degree, are submitted to the office of the dean by the head of the academic unit. If the dean accepts this recommendation, the candidate's name will be presented to the Academic Council of the School of Graduate Studies for approval, and then to the registrar for transmission to the Senate.

(d) Corrections and Revisions - Time Limit

Minor: The final version of a doctoral thesis found acceptable with or without corrections, shall be submitted to the SGS within six months of the date on which the thesis/report and the examiners' reports are returned to the student's academic unit. If a corrected thesis is not submitted within six months the student is considered to have withdrawn from the program. After this time, the student must apply to be readmitted.

Major: Doctoral theses requiring re-examination shall be resubmitted to the SGS within 12 months of the date on which the thesis and the examiners' reports are returned to the student. Students requiring resubmission and re-examination of theses must maintain their registration during this period. Failure to resubmit the revised thesis within 12 months will result in termination of the student's program.

Graduation Procedure

Candidates expecting to graduate at any particular convocation must inform the SGS, upon which they will be given an *Application to Graduate* (appendix M). This application, along with a processing fee of \$30, must be completed and submitted to the Office of the Registrar at least by the time of the submission of the thesis or report, or if applicable, by the date of the final comprehensive examination, and for MBA candidates in the final semester of course work. *(MBA students should alert their associate dean when they are in their final semester so that the necessary recommendation is forwarded to the SGS in time.)*

Candidates will not be eligible to graduate unless all outstanding fees and accounts with the university are paid prior to the first day of convocation. It is the candidate's responsibility to confirm with the office of the comptroller that all such fees are paid.

Termination of Program/Withdrawal

The grounds for termination of a graduate program are as follows:

- (1) (a) failure to obtain the required grades in courses as stated in the appropriate degree regulations;
- (b) failure in comprehensive examinations;

INTERNSHIP

An internship is a program elective available to candidates after or near the completion of course work, and where applicable, completion of appropriate practice, and/or the acquisition of professional experience. It consists of an organized sequence of supervised activities in which interns have the opportunity to exercise professional responsibilities which are associated with the professional role for which they are preparing and a research report on some aspect of the area of study of the internship. The research should be such that it is integrated within the overall objectives of the internship and is conducted at the work site. These activities should be such that interns are assured both a depth and breadth of experience.

Goals

The purpose of the internship is to provide opportunities for:

1. the development of personal and professional competencies for each intern based on his/her needs, previous experiences, and career plans;
2. practical experiences that will bring into focus the theoretical component of the program;
3. practical experiences that will enable the intern and the Faculty to evaluate the intern's professional and personal competencies;
4. the development of research and problem-solving skills appropriate to the needs of the intern and the setting, considering the nature of the placement and the intern's career goals; and
5. feedback to the Faculty which will serve to inform further program development.

FOLIO

1. The Folio should be comprised of three pieces of work that are related to the student's field of study. Each piece may deal with separate topics or may be related, one being an extension of the other, for example, one article may provide a historical perspective.

2. Each piece of work must have an original component, for example, interpretation or analysis.
3. Ideas can evolve from the course work but must extend that work. The student cannot simply restate ideas presented in course work. For example, the course in Human Learning and Motivation examines the topics of attribution theory, self-efficacy, and goal theory as contemporary theories of motivation. While each is examined as it applies to educational practice, historical development is not covered in the course; therefore, a historical review of one or more of these theories would be an appropriate piece for the folio.
4. The folio may be supervised by one person, or in some cases, more than one person if the papers deal with unrelated topics.

PROJECT

1. The project report is to be a reflective development of programs, curricula, policies, and other materials that have practical application.

SETTING FOR THE INTERNSHIP AND PROJECT

The following should be considered in selecting a setting:

1. the availability of on-site professionals with competence, desire and time allotment to provide on-going supervision and to collaborate with faculty personnel in the delivery of the program;
2. the opportunity for a variety of experiences consistent with professional goals.

SUPERVISION OF THE INTERNSHIP, PROJECT OR PAPER FOLIO

Selection of the Faculty Supervisor

The selection of Faculty Supervisors is coordinated by the Associate Dean of Graduate Studies and Instructional Services, taking into consideration administrative and personnel factors such as workload and availability.

Faculty Supervisors must meet the following criteria:

1. normally hold a doctoral degree appropriate to the area of study;

2. have a minimum of two years practical experience in the area of the student's program or its equivalent; and
3. have sufficient time, as determined by the Faculty, to carry out the responsibilities associated with being a Faculty Supervisor.

Responsibilities of the Graduate Supervisor

1. Assists the student in developing a proposal that meets the goals of the internship, project or paper folio.
2. Ensures that the papers or reports are an acceptable standard prior to submission for evaluation.
3. *(For Internship)*. Identifies possible internship settings appropriate to the intern's program of studies and the internship goals and maintains contact with the on-site supervisor.
4. *(For Paper Folio)*. To provide advice and guidance in the selection and refinement of the topics; the development of a proposal which is to include a rationale, a statement of purpose, and a discussion of the scope and the significance of each folio piece; the research for each piece; and in the preparation of the written folio pieces. Also, recommends to the student appropriate faculty with whom the student should consult for each Folio piece.
5. *(For Project)*. To provide advice and guidance in the selection and refinement of the topic; the development of a proposal; the execution of the steps of the project; needs analysis, development of the project, preliminary testing, formative evaluation, and presentation of the final product; and in the preparation of the written project report. Also recommends to the student appropriate faculty with whom the student should consult.

(See also Section 8 for additional responsibilities of the Graduate Supervisor.)

SELECTION AND RESPONSIBILITIES OF THE ON-SITE SUPERVISOR (Internship)

Selection

The selection of On-site Supervisors is made by the Associate Dean of Graduate Programs, in consultation with appropriate Faculty members and the receiving school board, agency or institution. On-site Supervisors must meet the following criteria:

1. hold a Master's degree or its equivalent appropriate to the work of the intern, and a minimum of two years appropriate experience;
2. be involved full-time in a professional role compatible with the intern's program; and
3. have the sufficient time, as determined by the Faculty, to consult with the intern and the Faculty Supervisor.

Responsibilities

The On-site Supervisor:

1. provides leadership intended to enhance the intern's opportunities for intellectual growth and development as a competent and contributing member of his/her profession. In this respect, the On-site Supervisor works with the intern to provide him/her with opportunities essential to the fulfilment of the internship objectives and which provide the intern with the satisfaction of making a contribution to the field of study.
2. is reasonably accessible to the intern for consultation on an on-going basis;
3. provides supervision of the intern consistent with the expectations of the internship;
4. advises the Faculty Supervisor of any concerns with respect to the intern or the delivery of the program;
5. after consultation with the intern and the Faculty Supervisor, provides a written formative mid-term progress report with a copy to the intern;
6. upon completion of the internship, submits a written report to the Faculty Supervisor;
7. makes satisfactory arrangements for the supervision of the intern when he/she is on extended absence from the internship setting;
8. knows the regulations and standards to which an internship is required to conform, and ensures that the intern is also aware of such regulations and standards;
9. requests permission to be replaced as On-site Supervisor when it is felt that he/she should withdraw in the best interests of the intern, and

10. conforms to basic principles of academic ethics, integrity, and professionalism in the development of a mature and objective relationship with the intern.

INTERNSHIP, PROJECT AND PAPER FOLIO PROPOSALS

A written proposal must be submitted by the graduate student prior to approval of the internship, project or paper folio. It must be approved by the Supervisor, and by the Associate Dean of Graduate Studies and Instructional Services. The proposal will include the following:

- (a) a rationale;
- (b) objectives;
- (c) a bibliography to support the intended work;
- (d) identification of the Faculty and/or On-site Supervisors;
- (e) identification and description of the activities intended to meet the internship/project objectives;
- (f) (for Internship and Project) a research proposal (see Guidelines in Appendix F - Graduate Handbook).

INTERNSHIP REPORT

Upon completion of the internship, the intern shall submit within 12 months, a final internship report to the Faculty Supervisor.

1. The report will consist of two components: a placement component with a reflective, critical discussion of the value of the activities in meeting the specific objectives identified in the internship proposal; and a research component. The format of the research component will be as outlined in Proposed Guidelines Appendix F of the Graduate Handbook.

INTERNSHIP EVALUATION

1. The On-site and Faculty Supervisors and the intern will meet, either face-to-face or by teleconferencing, at least once during the internship. One such meeting will be at mid-way through the internship period to assess the nature

and quality of the internship progress and to approve any needed modifications for the remaining period.

2. Should the Supervisory Committee (On-site and Faculty Supervisors) recommend to the Associate Dean of Graduate Programs and Instructional Services termination of the internship prior to completion, the Associate Dean may recommend, following consultation with the Committee, one of the following:
 - (i) submission of a new internship proposal for another field setting (once only);
 - (ii) selection of one of the other graduate routes to program completion; and
 - (iii) termination of the candidate's program.
3. Upon successful completion of the field placement, the internship report shall be submitted by the Faculty Supervisor to the Associate Dean of Graduate Programs and Instructional Services for examination. The final evaluation procedure is as outlined in the University Calendar, Graduate Studies General Regulations.

PROJECT REPORT

The process of development is of key concern. The project report must include a description of the following:

- needs analysis (to include a thorough review of existing materials in the province and in the market place);
- development (to include a review of the relevant literature);
- preliminary testing (where appropriate);
- formative evaluation (where appropriate); and
- the final product (software, instructional program, curriculum, policy, etc.).

Project Examples

Sample Topic: Policy Development

School districts throughout this province are constantly in the process of formulating and reformulating policy. A project report could take the form of a draft policy relating to a specific district need. Subsequently, this report could be employed by a district working committee to facilitate their work. Examples: affirmative action, personnel evaluation, student evaluation, multiage grouping, medical emergencies.

Sample Topic: Lessons to Develop Problem Solving Strategies

Teachers are always looking for ways to teach students to learn. A project could consist of the development of activities and materials designed to help students learn. For example, a project might consist of developing a series of lesson plans designed with the intention of teaching students self-questioning skills or problem-solving strategies. The effectiveness of this project could then be evaluated by means of anecdotal reporting, observation, and personal reflection.

Sample Topic: Augmentative/Alternative Communication

Computers can be used as prosthetic devices. How can computers assist people with severe motor impairments? The project would extend the discussion on the position that using computers as prostheses is like all aspects of educational computing, particularly Intelligent Tutoring Systems (ITS's).

PROJECT AND PAPER FOLIO EVALUATION

The Project Report or Paper Folio shall be submitted by the Faculty Supervisor to the Associate Dean of Graduate Programmes and Instructional Services for examination. The final evaluation procedure is as outlined in the University Calendar, Graduate Studies General Regulations.

Appendix B

Confirmation of Admission Letter



19 October 1995

I am pleased to inform you that you have been granted full-time admission to a Master of Education programme (Faculty of Education) in the School of Graduate Studies to start in the Spring 1996. A copy of the form outlining your programme is enclosed for your information. If you are unable to commence your program at the indicated time you should contact the head of your academic unit to request a deferral.

Please be advised that your academic unit has not recommended that you be awarded any financial support at this time.

Please complete and return the enclosed form as soon as possible so that if you decide to decline our offer of admission another applicant may be offered a place. If you accept our offer, a registration package will be sent to you as soon as they become available. At that time, you will also receive a booklet containing registration instructions. Near the beginning of this booklet you will find a diary containing a number of pertinent dates. You are advised to read this carefully as you are responsible for meeting all applicable deadlines.

If you have questions about any aspect of your proposed programme, please do not hesitate to contact either a member of our staff at the School of Graduate Studies, your supervisor/advisor, or the head of your academic unit.

Sincerely yours,

Christopher A. Sharpe
Acting Dean
School of Graduate Studies

CAS/dk
cc: Dr. F. Riggs

Appendix C

Thesis Research Expenses Information

September 8, 1993

**GRANTS TO FULL-TIME GRADUATE STUDENTS IN THE FACULTY OF
EDUCATION FOR THESIS RESEARCH EXPENSES**

A proportion of the research cost incurred by full-time graduate students may be paid by grants from the Dean's budget. The awarding of the grants is governed by the procedure outlined below.

1. Funds available to support graduate research are limited and, therefore, all requests for support are not likely to be funded. In any case 75 percent of actual expenses to a maximum of \$350.00 will be awarded any one student.
2. Expense items for inclusion in budget may be of the following nature:
 - transportation, room, and board
 - questionnaire cost
 - translation
 - published material, i.e., resource materials
3. The cost incurred for proposals and thesis reproduction, for books, and for typing, word processing, duplicating, binding, etc., will NOT be covered.
4. In order to recommend the release of funds to the student, the Dean's Office must be provided with vouchers indicating the expenses incurred. Since only a proportion of the total expenses is to be funded, vouchers for the total expenses should be submitted. Reimbursements will be made after vouchers have been received. There will be no payments in advance of the expenses being incurred.

NOTE: Supervisors are to ensure that the research costs are necessary (e.g., the research is being undertaken in the closest possible locality), that the least expensive method of travelling is employed, and that the strictest economy is observed regarding costs for board and meals.

Appendix D
Library Carrel Application



Memorial

University of Newfoundland

Office of the Dean
School of Graduate Studies

REQUEST FOR ALLOCATION OF A LIBRARY CARREL

A. TO BE COMPLETED BY THE STUDENT:

Student Name: _____ Is this a _____ request for first allocation
Student No: _____ request for renewal.
Academic Unit: _____ Semester _____

B. TO BE COMPLETED BY THE HEAD OR GRADUATE OFFICER OF THE ACADEMIC UNIT

Programme activity: _____ doing research for, or writing thesis.
_____ preparing for comprehensive examinations.
_____ other (please specify) _____

Signature _____

C. TO BE COMPLETED BY THE SCHOOL OF GRADUATE STUDIES

Initial allocation: carrels available for Faculty/School _____
assignment number _____
Signature _____

D. FOR LIBRARY USE:

Deposit Received _____
Carrel Number _____
Damage Check _____
Comments: _____

Appendix E

Computer Lab Regulations and Account Application

E 5006 - 5007 Computer Lab User Regulations

- Before entering E5006 - 7, I will check the door schedule.
- Times shaded Dark : I WILL NOT ENTER
- Times shaded Light : I WILL ASK BEFORE QUIETLY USING ACOMPUTER.
- I will not pass on the combination.
- I will not take materials such as software, manuals, etc. from E 5006 - 7.
- I will not copy software, as this is a criminal offence.
- I will place unwanted paper in the rooms' blue recycling containers.
- I will not bring any food and / or beverages into E 5006 - 7.
- I understand that my user account is non-transferable. I will be the only user; all actions performed on my account are my responsibility.
- I will not leave my computer unattended while I am logged on.
- I will not turn off any equipment.
- I will proof read and examine print layouts ~~from my computer monitor~~ in order to conserve paper resources. Therefore, I will not print draft copies of my work.
- I will not conduct any personal printing (job letters, resumes, and other non-course-related material).
- I will use photocopying services rather than print multiple copies of documents.
- Computer lab monitors may *advise* me to refer problems that I encounter and questions that I have, to my course instructor.
- If I misuse my account, it will be cancelled.
- Any sexually explicit and/or pornographic material may not be accessed on my network account.
- I understand that accounts continue until the next semester.

SIGNATURE OF NETWORK USER

E5006/5007 Network Account

Requester's Name: _____

Email address: _____ PHONE = _____

Faculty: ROOM # = _____ PHONE = _____

Staff: ROOM # = _____ PHONE = _____

Graduate Student: PROGRAMME = _____

COURSE # = _____

STUDENT # = _____

Undergrad. Student: COURSE # = _____

STUDENT # = _____

Employer's name, room #, phone # = _____

FACULTY/STAFF/STUDENT SIGNATURE: _____

The requester should bring this form to E5006,
Laboratory Instructor, Sandra Hiscock.

Appendix F

Graduate Educational Psychology Course Descriptions

MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY) COURSE DESCRIPTIONS

6100 - Research Designs and Methods in Education

The course presents an overview of approaches to educational research. The broad categories of objective/quantitative, subjective, and critical/normative are used to structure the content. Included are the bases of, and rationale for, these approaches; the relationships, commonalities, and distinctions among them; and a more extensive discussion of procedures selected to be representative of each of the three categories.

Students are expected to produce work in each of the three categories of inquiry, as well as expected to participate in both lectures and seminars. Evaluation will be based equally on the work prepared for the three approaches, and will include a component for work in conjunction with the seminars. Student papers should conform to an accepted style for research reports; recommended is the style outlined by the *American Psychological Association* (1983).

6700 - Ethical and Legal Issues in Counselling and School Psychology (1 unit)

This course examines the ethical and legal responsibilities of school counsellors and school psychologists. It analyzes the professional codes of ethical conduct and identifies and examines the core ethical principles on which they are based. Through a case study and ethical problem-solving approach, students are provided with opportunities to practice ethical decision-making.

6701 - Issues and Methodologies in Learning and Developmental Research (2 units)

Learning and developmental psychology is reviewed relative to current issues and methodologies. Particular attention is paid to the nature of theory and research and to how this information provides a basis for making placement, guidance or intervention decisions. Students will review the theory building process and basic methodologies with special attention to how these are reflected in professional practice.

6702 - Counselling I: Theory and Practicum (2 units)

This course examines the major concepts and practices of contemporary theories of counselling. There is an emphasis on the development of counselling competencies with supervised opportunities to practice skills and behavior change strategies in both simulated and actual situations. Linked with this course is a practicum placement, which provides for an early association with practicing professionals and for an exposure to their professional practices and responsibilities. At least 30 hours of field placement are required.

6711 - Behavior Modification in Educational Settings (2 units) [replaces G6225]

A study of behavior modification techniques and intervention with specific applications to educational and related settings.

6712 - The Nature and Assessment of Behavior Disorders in Children and Adolescents (2 units)

This course examines a wide range of assessment procedures and criteria for the identification of children and adolescents with behavior disorders. It draws on a variety of theoretical perspectives for the formulation and evaluation of intervention strategies and programs for those who work with these students, their families and teachers.

6713 - Educational Applications of Contemporary Cognitive Psychology (2 units) [replaces G6725]

An examination of the essential elements of contemporary cognitive psychological theory and research that have potential implications for educational practice in general, and instructional theory in particular. Particular emphasis will be on the Neo-Piagetian and information-processing perspectives. The survey-cum-critical analysis approach is intended to generate an understanding of the relationship between cognitive psychological theories and instructional theories and educational practice.

6714 - Principles and Practices in Exceptionality (2 units) [replaces G6800]

An examination of the many disabilities (neurological, physical, genetic, etc.) which result in alterations in sensory/perceptual, cognitive, language, motor, and psychosocial development and functioning. Emphasis will be on the nature of special needs of exceptional individuals and problems related to habilitation and provision of comprehensive community support services. Aspects of psychoeducational assessment will also be examined.

6715 - The Theory and Practice of Peer Helping Programs (2 units)

This course examines the theories, curriculum and practices associated with peer helping programs in educational settings. Through a combination of lectures and experiential activities students will acquire the leadership skills and knowledge necessary to implement, manage and evaluate effective peer helping programs.

6716 - Working With Families and Parents (2 units)

This course focuses on the family social unit in our society and examines a variety of theoretical perspectives on family dynamics and development. The course will be taught from a broadly-based systemic approach to working with families with a particular emphasis on the implications of a systemic perspective for working with school-age children. In addition to lectures and seminars, the course will consist of a substantial experiential component which will provide an opportunity to demonstrate and practise in simulated and real family groups many of the skills and strategies being taught in the course.

6717 - Counselling Adolescents (2 units)

A study of the major issues and concerns in the development, nature and interpersonal relationships of the adolescent. This course will look at the nature and development of the adolescent as well as a selection of appropriate counselling interventions which could be used with adolescents in schools and other settings. It will also focus on helping adolescents understand their world and the world of their significant others, and help significant others understand the world of the adolescent.

6718 - Elementary School Counselling (2 units)

A study of the theory and practice of counselling as applied to the elementary school setting. This course will examine issues such as needs for counselling at the elementary level, counselling young children in groups, consultation with parents and teachers.

6750 - Professional Practices and Consultation in School Psychology (1 unit)

This course studies the various components of school psychological services, including the development and organization of services, the roles and responsibilities of the school psychologist, and the theory and practice of psychological consultation in educational settings, with particular attention to implications for the contemporary role of the school psychologist.

6751 - Principles and Procedures of Psychoeducational Assessment (1 unit)

This course is an introduction to issues and concepts of psychoeducational assessment. The focus is on the assessment process and assessment techniques, the purposes and limitations of assessments, and their role in educational decision-making. It will include an overview of standardized tests and other appraisal procedures, of score interpretation, and of characteristics of assessment (validation, reliability). It will also address ethics of testing and test bias.

6752 - School Psychology and the Curriculum (2 units)

This course focuses upon the use of the results of psychological research to enhance learning. An understanding of how current psychological concepts and methods may be used to assist teachers with the modification of school curricula and teaching practices is acquired. Issues such as the following will be examined: adapting teaching methods for exceptional students; altering classroom dynamics for a more effective learning environment; facilitating classroom interaction to reduce potential discipline, emotional, and misbehaviour problems; monitoring curricular expectations for clarity and reasonableness; deciding when to intervene to motivate students; and deciding when and how to alter lessons to maximize learning.

6753 - Practicum in School Psychology (2 units)

Candidates are required to successfully complete a 180-hour supervised field placement in school psychology. Placement sites are selected to provide maximum opportunities for students to experience the full range of activities and responsibilities associated with the role of school psychologists. Through seminars and writing, students will learn to analyze and reflect on these field experiences. Their performance across various competency areas will be evaluated against goals and program expectations established at the outset of the placement. The determination of a pass/fail grade will be made by the university supervisor, in consultation with the field supervisor.

6754 - The Physiology and Psychology of Reading (2 units)

This course is a comprehensive introduction to the perceptual - cognitive - linguistic processes of reading. An understanding of the reading process is acquired through a systematic examination of past and current models of reading; of reading as a constructive act; of the relationship among the processes; of the relationship between the processes and factors such as lexical knowledge, intention, and input format; and how the correlates of reading such as vision, hearing, language development, memory, attention, and cognitive style affect the reading process.

6755 - Nature and Assessment of Learning Disabilities (2 units)

This course addresses the nature and characteristics of learning disabilities, including the learning problems, behavior, and academic difficulties commonly associated with such disabilities. In addition, non-standardized and standardized assessment procedures, instrumentation and intervention strategies will be covered, within the scope of operations of the school psychologist.

6756 - Identification and Remediation of Problems in Learning Mathematics in Grades K-8 (2 units)

The course will have three components. The first involves the identification of the nature of different learning problems. The other two components relate to methods of diagnosis of mathematical problems and methods of remediation.

6757 - Advanced Studies of Developmental Disabilities (2 units) [replaces G6210]

This course will examine theoretical constructs related to the range of disabling conditions included within the term "developmental disabilities". Content will include a brief chronology of significant historical research as well as a consideration of current research strivings. A specific emphasis will be upon research concerning the developmentally disabled individual as a learner. The course will examine in detail current educational practices designed to substantially reduce functional limitations both within the educational context and within the broader social context.

6758 - Theory of Educational Measurement (2 units) [replaces G6350]

A study of classical and generalizability measurement theory and the implications for application in an educational context. The topics of normative, ipsative and criterion referencing, reliability, validity and norming, will be discussed, relating these to the principles for interpretation of measurements and their use in educational planning and decision making. Individualized course options will be offered in the study of specific instruments.

Appendix G

Major Research Interests of Faculty of Education Professors

<u>Name</u>	<u>Major Research Interests</u>
Baksh, Ishmael	Students' perceptions of schooling in Atlantic Canada; education in Trinidad and Tobago - a study of educational development of students' aspirations.
Barrell, Barrie	Gender and teaching; research on the art and craft of teaching; issues in teaching secondary english.
Beebe, Mona	Reading strategies and comprehension; characteristics of adult illiterates; whole language instruction; writing development in primary students.
Brown, Jean	Leadership for school improvement; school librarianship; school improvement and educational change.
Cahill, Millie	Career education/counselling; gender issues; lifelong learning; distance education.
Canning, Patricia	Integration of young children with special needs into preschools and schools; determinants of the quality of child care environments; relationship between the quality of child care environments and children's development.
Collins, Alice	Teacher development: total quality management.
Doyle, Clar	Curriculum; critical pedagogy; drama.
Garlie, Norman	Distance delivery of group counselling; touch in interpersonal communication.
Haché, George	International development of technical education; technology education program development in Canadian secondary schools; linkage programs and technology education development with a rural community emphasis.
Jeffery, Gary	Characteristics of legally and professionally defensible recommendations; the use of qualitative assessment procedures in the analysis of verbal data; the role of parents and significant others in the education of children.
Kelleher, Roy	Social studies curriculum and instruction; case studies of teaching.
Kennedy, William	Reflective practice in counselling and teaching; counselling -theory and practice.

Kim, Ki Su	Intellectual history in education; social philosophy in education.
Mann, Bruce	Effects of computer sound on achievement; cognitive and metacognitive processing in hypermedia applications; computer networks in education.
Netten, Joan	Classroom processes and student achievement in second language acquisition/learning; second language learning strategies in french classrooms; oral proficiency development in french.
Norris, Stephen	Nature of science & science education; critical thinking testing; critical thinking & reading.
Okshevsky, Walter	Philosophical conceptions and foundations of critical thinking and rationality; nature of moral and ethical argument; philosophical aspects of policy studies and schooling.
Oldford-Matchim, Joan	Emergent literacy: concept of self as reader; metacognitive awareness; reading attitude; reading comprehension; reading and gender; developmental reading.
O'Sullivan, Julia	Memory development; metacognitive knowledge; achievement motivation; memory instruction and rehabilitation.
Phillips, Linda	The role of inference in cognition, the nature of literacy, and text structure.
Roberts, Brian	Social constructionism, identity construction, sociology of knowledge, historical development of music education, historical construction of school knowledge evaluation in the arts, sociology of methods; general music education.
Schulz, Henry	Classroom assessment practices; test setting and test validity.
Seifert, Tim	Learning strategies; strategy instruction; motivation.
Sharpe, Dennis	Longitudinal study of youth (early school leavers and Level III students) into the labor market; post-secondary attrition; technology education in Canada.
Shuell, Noel	Religious education: philosophical and theoretical foundations; curriculum & instruction theory; program evaluation.

Singh, Amarjit	Ethics and politics of social science research; multiculturalism/difference; aging and society (culture, family, education, health); reflective and critical education (pedagogy, internship program).
Tite, Rosonna	Child abuse: role of the school; gender and schooling; families and schools.
Treslan, Dennis	Educational politics; organizational governance; student/staff personnel services.
Yeoman, Elizabeth	Second language acquisition; children's literature; post-structuralist theories of language; gender and teaching.

Appendix H

Registration and Certification Criteria and Applications

Newfoundland Board of Examiners in Psychology

P.O. Box 5666, Station C, St. John's, NF A1C 5W8

Boards

I. Khan, Ph.D.
Chair

M. Dwyer, Ph.D.
J. O'Halloran-Monahan, Ph.D.
S. Thomas, M.Ed.
M. Timony, M.A.

Registrar

J. Garland, Ph.D.

Dear Applicant

The attached Candidate Information Form is the same as the form the Board will use to organize your application. This form, together with the appended guidelines and schedules, should help you to determine whether it is to your advantage to pursue registration as a psychologist in this province. In reviewing the enclosed materials, please note that the Psychologists Act requires that registrants possess a masters or doctoral level degree in psychology acceptable to the Board. Without such a credential, the Board cannot register the applicant. Please ask the Registrar for further information with respect to the acceptability of your masters or doctoral degrees.

Recently, the Faculty of Education at Memorial moved to a unit system where 3 units is defined to be equal to 1 full course at the graduate level. Please be aware that courses taken under this system will be prorated appropriately (e.g., a 2 unit course will not completely fill the requirement of one course).

Be aware as well that the Board recently announced that it will be requiring all applicants seeking to become registered psychologists to attain a satisfactory score on the Examination for the Professional Practice of Psychology (EPPP). While the specific EPPP pass point has not, as yet, been set, the implementation date of this decision will be July 1, 1996. That is, all persons who have not become registered by that date will be required to attain a satisfactory score on the EPPP in the provisional period. Contact the Board for further information when you make application.

Don't hesitate to telephone (709-579-6313), to fax, (709-737-4508), please mark 'Attention, John Garland, Counselling', or to write me if you have any further questions concerning this information.

Sincerely,

John C. Garland, Ph.D.
Registrar

Candidate Information Sheet

Name: _____

Degrees: _____

1. Doctoral degree complete? _____ (yes / no / none)

Masters degree complete? _____ (yes / no / none)

If master's level, 1 year residence documented? _____ (yes / no)

2. Undergraduate degree in psychology? _____ (yes / no)

If no, equivalence criteria met? _____ (yes / no)

a. 12 courses in Psychology at 2000-level or above (or from Schedule 1) _____ (yes / no)

b. 4 laboratory courses in psychology (see Schedule 2) _____ (yes / no)

--	--	--	--

c. 2 statistics courses (see Schedule 3) _____ (yes / no)

--	--

3. Theory areas? (See guidelines 2.i-iv and Schedule 4) _____ (yes / no)

2.i

2.ii

2.iii

2.iv

4. Registration file complete?

Application: _____ (yes / no)

Fee: _____ (yes / no)

Attestation: _____ (yes / no)

References: _____ (yes / no)

Recommendations:

Note: 1. Courses above marked with a "*" must be documented as over and above Master's degree requirements.

2. Courses above marked with a "+" must be documented in terms of equivalence to current psychology courses at MUR.

Guidelines for the Interpretation of Guideline H:
"Candidates for admission...will normally have completed a four-year undergraduate degree in psychology or appropriate equivalent study."

In the absence of a four-year degree in psychology, applicants at the Master's level will document "appropriate equivalent study" to the satisfaction of the Board by meeting the following guidelines:

1. Applicants will document a minimum of 12 courses in psychology at the senior undergraduate or graduate level.
 - a. Included in the list of 12 courses must be at least 4 approved laboratory courses in psychology and 2 approved courses in statistics and research design.
 - b. There may be included in the total of 12 courses only those graduate courses *which are in excess of the minimum degree requirements at that level.*
2. Courses designated as "courses in psychology at the senior undergraduate or graduate level," "approved laboratory courses in psychology," and "approved courses in statistics and research design" shall be listed by the Board in terms of a schedule of courses available at Memorial University of Newfoundland. Applicants from other universities will be required to demonstrate equivalence.
3. The coverage of the areas of psychology as specified in Guidelines 2j,14v may be met in the undergraduate programme, the required graduate programme, other graduate level courses taken by the applicant or by an appropriate combination of these programmes.

**Schedules of Courses for Meeting Guidelines
for the Interpretation of Guideline H: "Candidates for
admission...will normally have completed a four-year undergraduate
degree in psychology or appropriate equivalent study."**

Note: In the following, all coursework is defined in terms of course offerings at Memorial University. Transcripts from persons with degrees from other institutions will be judged on a case-by-case basis in terms of equivalence to the coursework defined below.

Schedule 1.

12 courses in psychology not including courses taken as part of the applicant's Master's programme.

- a. All courses, 2000-level and above, within the Psychology Department including any graduate level courses not counted as part of the applicant's Master's degree.
- b. Faculty of Education undergraduate courses as follows:
 - Ed 2610 Introduction to Child Development
 - Ed 2900 Introduction to Quantitative Design and Analysis
 - Ed 3210 Introduction to Guidance Services
 - Ed 3220 Study of Exceptional Children-Intellectual Differences
 - Ed 3230 Study of Exceptional Children-Physical, Sensory and Behavioral Differences
 - Ed 3250 Adolescent Development
 - Ed 3255 Child Abuse and the School Age Child
 - Ed 3260 Human Learning
 - Ed 3680 Behavior Therapy for Children and Adolescents in Educational Settings
 - Ed 3290 Psychological Tests and Measurements
 - Ed 3615 Introduction to Human Learning
 - Ed 4240 An Introduction to the Exceptional Learner
 - Ed 4260 The Nature of Late Adolescence
 - Ed 4261 Human Learning Theories and Their Application to the Instructional Process
 - Ed 4520 Psychoeducational Interventions for Behavior Problems of Children and Adolescents
 - Ed 4543 Educational Psychology of Hearing Impairment
 - Ed 4610 The Nature and Management of Stress
- c. All new and old courses from School Counselling and School Psychology provided they are not counted as part of applicant's Master's degree.
- d. Selected courses from the Cognition in Education Master's programme (Faculty of Education) as follows:
 - Ed 6600 Learning and Motivation
 - Ed 6680 Foundations
 - Ed 6681 Specialist Research Methods
 - Ed 6686 Assessment
 - Ed 6687 Specific Cognitive Disabilities
 - Ed 6690 Motivation
 - Ed 6691 Metacognition
 - Ed 6692 Social Cognition
- e. Courses in the Department of Mathematics and Statistics.
 - Stat 2500 Statistics for Business and Arts Students 1
 - Stat 2501 Statistics for Business and Arts Students 2
 - Stat 2510 Statistics for Science Students 1
 - Stat 2511 Statistics for Science Students 2
 - Stat 3520 Experimental Design 1
 - Stat 3521 Regression

Schedule 2.

Four laboratory courses in psychology not taken as part of the applicant's Master's degree programme.

- a. Courses in the Psychology Department (a.) with a designated weekly laboratory period except Psy 2900, Psy 2901, and Psy 3900, (b.) all 4000-level courses and (c.) all graduate courses except Psy 6601-6621, 7001-7005 if extra to the Master's degree programme.
- b. Courses in the area of Educational Psychology within the Faculty of Education, if extra to the applicant's Master's degree programme, from the following list:

GG150 Individual Counselling
 GG200 Processes and Procedures in Group Counselling
 GG400 Appraisal of the Individual: Intelligence and Learning
 GG600 Advanced Educational Psychology: Human Learning
 GG650 Advanced Educational Psychology: Human Development
 GG700 Issues in Human Development and Learning
 GG725 Educational Applications of Contemporary Cognitive Psychology
 GG855 Neuropsychology
 Ed 6707 Assessment for Counsellors
 Ed 6708 Group Counselling: Theory and Practice
 Ed 6709 Assessment of Intelligence and Learning Skills
 Ed 6712 Nature and Assessment of Behavior Disorders in Children and Adolescents
 Ed 6716 Working with Families and Parents
 Ed 6751 Principles and Procedures of Psychoeducational Assessment
 Ed 6754 The Physiology and Psychology of Reading
 Ed 6755 Nature and Assessment of Learning Disabilities

Schedule 3.

2 courses in Statistics not taken as part of the applicant's Masters programme.

- a. Courses within the Department of Psychology:

Psy 2900 Design and Analysis 1
 Psy 2901 Design and Analysis 2
 Psy 3900 Design and Analysis 3
- b. Course within the Faculty of Education

Ed 2900 Introduction to Quantitative Design and Analysis
- c. Courses within the Department of Mathematics and Statistics.

Stat 2500 Statistics for Business and Arts Students 1
 Stat 2501 Statistics for Business and Arts Students 2
 Stat 2510 Statistics for Science Students 1
 Stat 2511 Statistics for Science Students 2
 Stat 3520 Experimental Design 1
 Stat 3521 Regression

Schedule 4.

Graduate or senior undergraduate courses meeting the 4 theory areas referred to in Guidelines 2.ji-iv.
(Note: courses meeting these requirements may be part of the applicant's Master's degree programme.)

a. Courses meeting Guideline 2.ji: Physiological bases of behavior**i. Psychology Department**

Psy 2360 Perception 1
 Psy 3360 Perception 2
 Psy 2850 Behavioral Neuroscience
 Psy 3750 Animal Behavior 1
 Psy 4701 Animal Behavior 2
 Psy 3800 Physiological Psychology
 Psy 4810 Human Neuropsychology

Senior special topics or graduate level courses judged equivalent to above.

ii. Faculty of Education

GG655 Neuropsychology
 Ed 6754 Physiology and Psychology of Reading

b. Courses meeting Guideline 2.jii: Cognitive-affective bases of behavior**i. Psychology Department**

Psy 2250 Learning
 Psy 3251 Advanced Learning
 Psy 3252 Learning Processes and Drug Effects
 Psy 2450 Human Memory
 Psy 3450 Human Cognition
 Psy 3610 Altered States of Consciousness

Senior special topics or graduate level courses judged equivalent to above.

ii. Faculty of Education

GG725 Educational Applications of Contemporary Cognitive Psychology
 GG600 Human Learning
 Ed 6713 Educational Applications of Contemporary Cognitive Psychology
 Ed 6600 Learning and Motivation
 Ed 6680 Foundations
 Ed 6681 Specialist Research Methods
 Ed 6686 Assessment
 Ed 6687 Specific Cognitive Disabilities
 Ed 6690 Motivation
 Ed 6691 Metacognition
 Ed 6692 Social Cognition

c. Courses meeting Guideline 2.jiii: Social bases of behavior**i. Psychology Department**

Psy 2160 Social Psychology: Group Processes
 Psy 3100 Social Psychology: Social Cognition
 Psy 3150 Industrial Psychology

Senior special topics or graduate level courses judged equivalent to above.

ii. Faculty of Education

GG209 Processes and Procedures in Group Counselling
 Ed 6708 Group Counselling: Theory and Practice
 Ed 6716 Working with Families and Parents

d. Courses meeting Guideline 2.1iv: Individual differences

i. Psychology Department

Psy 2620 The Experimental Study of Personality
 Psy 3650 The Experimental study of Abnormal Behavior
 Psy 3050 Developmental Psychology I
 Psy 3052 The Psychology of Aging

Senior special topics or graduate level course judged equivalent to above.

ii. Faculty of Education

Ed 2510 Introduction to Child Development
 Ed 3220 Study of Exceptional Children-Intellectual Differences
 Ed 3230 Study of Exceptional Children-Physical, Sensory and Behavioral Differences
 Ed 3250 Adolescent Development
 Ed 4240 An Introduction to the Exceptional Learner
 Ed 4260 The Nature of Late Adolescence
 Ed 4520 Psychoeducational Interventions for Behavior Problems of Children and Adolescents
 Ed 6701 Issues and Methodologies in Learning and Developmental Research
 Ed 6709 Assessment of Intelligence and Learning Skills
 Ed 6712 Nature and Assessment of Behavior Disorders in Children and Adolescents
 Ed 6714 Principles and Practices in Exceptionality
 Ed 6755 Nature and Assessment of Learning Disabilities
 Ed 6757 Advanced Studies of Developmental Disabilities
 GG400 Appraisal of the Individual: Intelligence and Learning
 GG650 Advanced Educational Psychology: Human Development



The Purpose of This Brochure

The Association of State and Provincial Psychology Boards (ASPPB) has become increasingly concerned that students preparing for professional practice of psychology be made aware of the

legal requirements for entry into such practice. The purpose of this brochure is to acquaint students with typical requirements for licensure or certification in the various jurisdictions in the United States and Canada. The Association hopes that an understanding of these requirements will enable the student to better meet the standards established by law to regulate the practice of psychology in the public interest.

What is the Association of State and Provincial Psychology Boards?

The ASPPB, which was formerly known as the American Association of State Psychology Boards, was formed in 1961 to serve a number of needs of psychology boards throughout North America. One primary need was the establishment of a standardized, written examination for professional practice in psychology which could be used by all jurisdictions to examine candidates for licensure or certification. In addition to that purpose, the ASPPB also serves to coordinate efforts of the various boards, facilitate communication among boards, and act as a voice for those responsible for the legal regulation of the practice of psychology.

The Purpose of Licensure or Certification of Psychologists*

The practice of professional psychology is now regulated by law in all of the 50 states of the U.S., the territories of Puerto Rico and Guam, the District of Columbia, and 9 provinces of Canada. The laws are intended to protect the public by limiting licensure to those persons who are qualified to practice psychology as defined by state or provincial law. The legal basis for

licensure lies in the right of a jurisdiction to enact legislation to protect its citizens. Careless employer or "buyer beware," is considered an unsound maxim when the "buyer" of services cannot be sufficiently well informed to beware, and hence jurisdictions have established regulatory boards to license qualified practitioners. A professional board is a state or provincial agency acting to protect the public, not to serve the profession. However, by imposing high standards for those who practice independently, the Board is simultaneously serving the best interests of both the public and profession. The major functions of any professional regulatory agency are: (1) To determine the standards for admission into the profession and to administer appropriate procedures for selection and examination, and (2) To regulate practice and to conduct disciplinary proceedings involving violation of standards of professional conduct embodied in law and regulation.

In some jurisdictions those who practice the profession of psychology in a research laboratory, in a state or federal institution or agency, or in a college or university are still exempt from the requirements of licensure, although there is a trend toward requiring licensure of agency employees to ensure the same level of protection for consumers of services in both the public and private sector. The psychologist who offers direct services to the public for a fee must be licensed.

Typical Requirements of Psychology Licensing Laws

Licensing laws in the various jurisdictions differ, yet most have certain common provisions. Of course, each board is the final authority on all matters of requirements within its jurisdiction and should be contacted for specifics. The typical requirements for licensure in the various jurisdictions are as follows:

A) Education: Achievement of a doctoral degree in psychology from an approved program, or the equivalent as determined by the board. The definitions of approved programs vary widely, but typically refer to accreditation of the academic institutions by recognized accrediting bodies. (A few jurisdictions have two or more levels of licensure or certification, with the lower level requiring less than the doctoral degree and entailing more restrictions on the practitioner.)

B) Experience: One or two years supervised experience in a setting approved by the board. Most, but not all, jurisdictions require that some of the supervised experience be postdoctoral.

* When both the title and practice of psychology are regulated, the law is called a licensing law; when only the title of psychologist is regulated, the law is called a certification law. To avoid redundancy in the remainder of our discussion the word "licensure" will be used to stand for either licensure or certification.

C) **Examinations:** Demonstration of relevant knowledge through passing an objective-written examination. The Examination for Professional Practice in Psychology, constructed by a committee of ASPPE, is used in almost all jurisdictions. The cut-off point for successful performance on the examination is determined by each board for its jurisdiction. In some states and provinces, successful performance is required on an oral and/or essay examination conducted by the board or a committee designated by the board. Many boards require candidates to demonstrate knowledge of local laws and ethics. Specialty examinations, e.g., in clinical psychology, industrial psychology, or school psychology may become common in the future.

D) **Administrative Requirements:** In addition to the foregoing requirements, the various state and provincial laws specify different citizenship, age, and other requirements, as well as requiring evidence of good moral character.

Stated succinctly, the major requirements which any candidate must meet in the evaluation by the board are: 1) the board's review of credentials (transcripts, application, references); and 2) examination (written and/or oral). Most candidates successfully pass these hurdles, but some fail. Potential sources of difficulty are discussed below.

How to Prepare to Meet the Requirements of Licensure

Although well prepared candidates generally have little or no problem with the licensing process, certain areas can be identified in which difficulties are most likely to occur. These potential problems are:

1) **Knowledge of the Law and Regulations:** The applicant should examine the law for the jurisdiction in which licensure is sought to assure that there has been full compliance with the law before an application is submitted. The applicant also should be familiar with, and comply with, any regulations of the board with respect to qualifications since board regulations have the force of law.

2) **Adequacy of Training and/or Experience:** The problems associated under this heading include a lack of the appropriate degree specified by the law (usually a doctorate in psychology); failure of the candidate to complete the required number of graduate hours in psychology; failure of the institution from which the degree was granted to meet the criteria for approval by the

board; failure of the specific curriculum in which the student was enrolled to meet the requirements of the particular state or provincial board. With regard to the last-mentioned criterion, most laws contain a stipulation that the graduate work be predominantly psychological in nature, and that the doctoral degree be based upon a dissertation which is psychological in content. It should also be noted that many jurisdictions require evidence of continuing education beyond the doctorate, for psychologists to retain their licenses. In addition to problems with the candidate's education, each law specifies the duration of experience required, if any, and each board stipulates the type of setting in which approved experience may be obtained. Typical of such approved settings are the APA-approved internship programs. Each candidate should plan for supervised experience that will satisfy the legal requirements for practice in the jurisdiction in which licensure is desired.

3) **Examination Performance:** Successful performance in licensing examinations usually requires demonstration of knowledge of basic psychology which is relevant to professional practice, along with knowledge of professional ethics and professional affairs. While numerous factors are undoubtedly operative, probably the most frequent source of failure is the candidate's possession of insufficient knowledge of basic psychology. Candidates may also be disqualified in oral examinations as a consequence of demonstration of insufficient knowledge about the management of professional problems, particularly ethical problems.

The Content of the Examination for Professional Practice in Psychology

The Examination for Professional Practice in Psychology (EPPP) consists of various forms developed and administered twice yearly (April and October). Each form is approximately 200 items in length. In order to help the candidate to prepare for the exam, a separate brochure entitled "Information for Candidates" has been prepared and is available upon request from the Association of State and Provincial Psychology Boards. The brochure provides an explanation of the purposes of the examination and a more detailed description of its content and administration along with a listing of services and feedback related to the exam which are available to candidates. In the paragraphs below, the content of the examination is summarized briefly with respect to the various roles which psychologists can be expected to

assume in professional practice and the knowledge required for these. Again, more detailed information concerning the content of the examination is available in the "Information for Candidates" brochure. The separate responsibility areas enumerated below are not equally weighted on the examination.

SUMMARY OF THE CONTENT OUTLINE FOR THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY

Dimension I: PROBLEM DEFINITION/ DIAGNOSIS (26%)

Responsibility 1: Conduct interviews, observe and gather information from clients/patients and relevant others. Requires knowledge of: a. Various techniques of behavioral assessment, e.g., interviewing techniques, observation techniques, data-collection techniques; b. Theories and principles relevant to identifying a person's needs and problems, e.g., principles of human growth and development, theories of personality and socio-environmental factors, theories of intelligence and ability tests, psychopathology; c. Factors affecting behavior, e.g., cultural differences, individual differences, motivation, cross-cultural interventions, organizational structures and processes; d. Symptoms of common physical diseases and psychophysiological reactions and syndromes; and e. Effects of major psychotropic drugs and common prescription drugs on behavior, affect, and cognition.

Responsibility 2: Select, administer, and score the instruments and techniques and interpret the results. Requires knowledge of: a. Techniques and instruments for testing and/or measuring relevant characteristics, e.g., achievement tests, diagnostic tests, personality inventories, techniques for sensory-motor assessment, neuropsychological tests, tests of social maturity, development and adaptive behavior, measures of self-concept, measures of attitude and values, tests of mental ability and intellectual functioning, assessment techniques for special populations; and b. Various concepts relating to tests and measurement, e.g., standardized test procedures, methods of test construction, validity, reliability, test scores and norms, test fairness, factors affecting test performance, test standards.

Responsibility 3: Organize and evaluate collected information and plan for additional information needed; thus formulate a working hypothesis. Requires knowledge of: a. Techniques relevant to organizing collected data; and b. The Diagnostic Manual IV-R (DSM-IV-R).

Dimension II: DESIGN, IMPLEMENTATION AND ASSESSMENT OF INTERVENTION (25%)

Responsibility 4: Design, conduct and evaluate interventions and programs to promote effective functioning. Requires knowledge of: a. Different intervention techniques, e.g., stress management, counseling and guidance, group therapy, marital and family therapy, cognitive and behavioral-oriented approaches, community-based approaches, crisis intervention techniques, psychoanalytic/psychodynamic approaches, crisis management, and techniques for modifying sensory-motor functioning; and b. Attitude, value formation, and modification techniques.

Dimension III: RESEARCH (17.5%)*

Responsibility 5: Design and implement research and report conclusions and recommendations. Requires knowledge of: a. Methods of inquiry and measurement; b. Research design; c. Experimental settings; and d. Statistics.

Dimension IV: PROFESSIONAL/ETHICAL/ LEGAL ISSUES (16.5%)*

Responsibility 6: Take steps to ensure adherence to professional, governmental and judicial guidelines and regulations for professional and scientific activities. Requires knowledge of: a. Laws, e.g., legislation on freedom of information and rights of access to records, rights of patients, professional guidelines for supervision and legal liabilities.

Dimension V: APPLICATIONS TO SOCIAL SYSTEMS (14%)*

Responsibility 7: Develop, conduct, evaluate and modify intervention strategies and programs designed to promote effective functioning within the social system. Requires knowledge of: a. Factors affecting the quality of work life; b. Performance evaluation and/or appraisal methods; c. Consultation models and techniques; d. Work sample (performance) tests; e. Decision-making strategies; f. Factors affecting morale of social systems; g. Organizational structure and processes; and h. Group dynamics.

Responsibility 8: Evaluate the physical, technological and social environments of the system. Requires knowledge of: a. Environmental techniques for physical, technological and social environments.

Responsibility 9: Evaluate the human resource needs of the environments of the system. Requires knowledge of: a. Techniques for the evaluation of human resource needs of the system.

ASPPB also makes available to interested students and candidates a publication known as "Items from Previous Exams". This document contains approximately 150 items actually used on previous forms of the EPPP. For its own policy reasons, ASPPB does not include the answer key.

An Interstate Reporting Service has been established by the Professional Examination Service to facilitate mobility by permitting candidates to have their EPPP score sent at any time to any number of states or provinces. The Interstate Reporting Service maintains a permanent record of examination scores on the EPPP for all candidates. On the candidate's request, the service will report the score, accompanied by appropriate normative data, to the board of another state or province in which licensure is being sought. A small fee is charged to transfer scores.

The requirements for licensure, delineated above, and the discussion of potential bases for denial, suggest that the student who elects a broad background in psychology

* These numbers represent the approximate percentage of the examination assigned to each dimension. The actual number of examination questions representing each dimension may vary slightly from these numbers.

is likely to encounter few problems in the licensing process. The student should especially seek experiences which emphasize the application of psychological knowledge to problems likely to be encountered as a professional psychologist. Narrowly based training, avoiding the complexity of the field of psychology, is probably not in the student's best interest if professional practice is a goal. Cursory or limited supervision, or supervision by other than a qualified psychologist, is also likely to lead to difficulties. Moreover, since psychologists tend to be mobile, a broad background acceptable to all or most boards is preferable to training narrowly designed to meet the requirements of a single jurisdiction. Students who have sought out experiences consistent with APA standards and have taken training in recognized programs rarely experience difficulty in obtaining licensure.

Resources

It cannot be overemphasized that the final and absolute word concerning requirements for licensure in any jurisdiction must be obtained from the specific board in question. Addresses for state and provincial boards are available from the Association of State and Provincial Psychology Boards and are published each calendar year, usually in July, in the *American Psychologist*. When in doubt, write or call your board. In addition to the individual Boards, the following are other sources of information which may be of value to students and faculty.

Association of State and Provincial Psychology Boards
Randolph P. Reeves, Executive Officer & General Counsel
P.O. Box 4389
Montgomery, AL 36103-4389

American Psychological Association
Office of Professional Affairs
750 First Street, N.E.
Washington, D.C. 20002-4242

American Psychological Association
Office of Educational Affairs
750 First Street, N.E.
Washington, D.C. 20002-4242

APA-Approved Doctoral Programs in Clinical, Counseling, and School Psychology. Published annually in the *American Psychologist*.

APA-Approved Internships for Doctoral Training in Clinical and Counseling Psychology. Published annually in the *American Psychologist*.

Secretary of the Board of Examiners of Psychologists, your state or province.



ENTRY REQUIREMENTS FOR PROFESSIONAL PRACTICE OF PSYCHOLOGY

A Guide for Students
and Faculty

Association of State and
Provincial Psychology Boards

formerly
American Association of State Psychology
Boards

P.O. Box 4389
Montgomery, AL 36103-4389



CANADIAN COUNSELLOR CERTIFICATION (CCC)

Approved by the Board of Directors of the Canadian Guidance and Counselling Association on January 31, 1987 and reaffirmed on June 4, 1988. (Revised on January 27, 1990.)

I. WHAT IS CCC?

The primary purpose of the Canadian Counsellor Certification is to establish a national certification process, identify counsellors who have obtained Canadian Certification, and to maintain a register of certified counsellors. CCC was initiated by the Canadian Guidance and Counselling Association.

II. WHY CERTIFICATION?

- A. Certification promotes professional accountability and visibility.
- B. Certification identifies to the public and professional peers those counsellors who have met specific professional standards.
- C. Certification encourages the continuing growth and development of counsellors.

III. CERTIFICATION CRITERIA

A. CGCA Membership

All persons who are members in good standing of the Canadian Guidance and Counselling Association are eligible for certification. Membership in CGCA must be maintained throughout the three year period following certification.

B. Graduate Training

A graduate degree, or equivalent, in counselling or related professional field from a CGCA recognized higher education institution is required, showing evidence of GRADUATE course work in:

- 1. Counselling Theory
- 2. Supervised Counselling Practicum

and GRADUATE course work in six of the following areas:

- 3. Communication and Relationship Skills
- 4. Group Counselling
- 5. Career Development
- 6. Assessment and Testing
- 7. Research and evaluation
- 8. Consultation methods
- 9. Learning and Human Development
- 10. Psychological Education
- 11. Counselling Intervention Strategies
- 12. Counselling Girls and Women
- 13. Multi-Cultural Counselling

PROFESSIONAL REFERENCE FORM

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Note: Reference forms must be completed by professional counsellors, counsellor educators, or a supervisor.

Applicant's Name: _____ applying for
Canadian Counsellor Certification.

The person named above has applied to the Canadian Guidance and Counselling Association to become Canadian Certified Counsellor. Your assessment of the applicant's characteristics will enable CGCA to evaluate whether this applicant meets its standards. Please respond to all questions to the best of your ability.

1. Reference's Name: _____ Profession: _____
Business Address: _____ Degree: _____
_____ Position Title: _____
_____ Telephone: (____) _____
2. Please rate the applicant compared to other counsellors you know on the following characteristics. Please place a check mark in every category.

	Outstanding	Above Average	Average	Below Average	Cannot Evaluate
Individual counselling skills					
Group counselling skills					
Personal integrity					
Consulting skills					
Ability to relate to co-workers					
Ability to be objective on the job					
Ethical conduct					
Concern for welfare of clients					
Sense of responsibility					
Recognition of own limits					
Supervisory abilities					
Ability to keep material confidential					

(Please complete both sides of this form.)

PROFESSIONAL REFERENCE FORM

98

Note: Reference forms must be completed by professional counsellors, counsellor educators, or a supervisor.

Applicant's Name: _____ applying for
Canadian Counsellor Certification.

The person named above has applied to the Canadian Guidance and Counselling Association to become Canadian Certified Counsellor. Your assessment of the applicant's characteristics will enable CGCA to evaluate whether this applicant meets its standards. Please respond to all questions to the best of your ability.

1. Reference's Name: _____ Profession: _____
Business Address: _____ Degree: _____

Position Title: _____

Telephone: (____) _____
2. Please rate the applicant compared to other counsellors you know on the following characteristics.
Please place a check mark in every category.

	Outstanding	Above Average	Average	Below Average	Cannot Evaluate
Individual counselling skills					
Group counselling skills					
Personal integrity					
Consulting skills					
Ability to relate to co-workers					
Ability to be objective on the job					
Ethical conduct					
Concern for welfare of clients					
Sense of responsibility					
Recognition of own limits					
Supervisory abilities					
Ability to keep material confidential					

(Please complete both sides of this form.)

Appendix I

Applications for Professional Associations



APPLICATION FOR MEMBERSHIP in the

CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION

New membership	<input type="checkbox"/>
Reinstatement	<input type="checkbox"/>
(after an interruption)	<input type="checkbox"/>

Dr./Mr./Mrs./Ms./Miss _____

Address _____

_____ Postal Code _____

Telephone Home () _____

Work () _____

Fax () _____

E-Mail _____

Education (Highest degree, specialization & institution)

Degree _____ Year _____

Institution _____

Specialization _____

Years of experience in Guidance Counselling _____

FULL MEMBER

(i) Persons possessing a graduate degree in guidance and counselling from a college or university recognized by the Association of Universities and Colleges of Canada or an equivalent institution;

(ii) Persons holding a university degree plus one year of experience in guidance and counselling;

(iii) Persons who have successfully completed a two-year course (or equivalent) in the field of counselling recognized by the Association and in addition have acquired at least one year of experience in the practice of guidance and counselling;

(iv) Persons who, without a degree, possess at least four years in a position of guidance and counselling.

• Please provide documentation supporting your full member application.

ASSOCIATE MEMBER

• One who is interested in the association but not eligible to become a full or student member.

STUDENT

• Must be engaged in a full-time student program of counsellor education. Proof of student status is to be attached to the application (2 yr. maximum).

RETIRED MEMBER

• Must be retired from work.

MEMBERSHIP STATUS	
FULL	\$100.00
ASSOCIATE	\$ 95.00
STUDENT*	\$ 50.00
RETIRED	\$ 60.00
PLEASE CHECK CHAPTERS OF INTEREST	
COUNSELLOR EDUCATORS	\$ 10.00
FEMINIST NETWORK	\$ 10.00
NATIONAL CAPITAL REGION	\$ 10.00
NWT SCHOOL COUNSELLORS	\$ 20.00
DONATIONS TO C.G.C.A.	
DONATIONS TO C.G.C.F.	
TOTAL	

PLEASE INDICATE PREFERRED LANGUAGE OF CORRESPONDENCE

ENGLISH _____

FRENCH _____

METHOD OF PAYMENT

Cheque or Money order _____

VISA _____

VISA Number _____

Expiry Date _____

WORK SETTING (Please check which best describes your work setting)

Elementary/Primary _____ SP
 Secondary/High School _____ SS
 College/University _____ CU
 Employment _____ EM
 Counsellor Education _____ CE
 Counselling Administration _____ CA

Industry/Agency _____ I
 Rehab/Hospital _____ R
 Corrections _____ CC
 Private Practice _____ PP
 Program Development _____ PD
 Other _____ O

nsor (must be an ANP Member)

net: _____

hess: _____

slont: _____

iphone: _____

ci: _____

nsors signature: _____

ci: _____

plcanta signature: _____

ic: _____

ase do not send payment with your application.

II. YOU DO NOT NEED TO BE REGISTERED AS
PSYCHOLOGIST BY THE NEWFOUNDLAND
BOARD OF EXAMINERS IN PSYCHOLOGY TO JOIN
IE A.N.P.



Association of Newfoundland Psychologists

Information & Application

For Further Information

Please contact:

Association of Newfoundland Psychologists

P.O. Box 13780, Station A

St. John's, Newfoundland A1B 4Q1

Telephone: (709) 778-2273

Fax: (709) 778-2648

MEMBERSHIP APPLICATION

Name: _____
 Address: _____
 Tel. Work: _____ Home: _____
 Place of Employment: _____
 Position: _____
 Duration: _____
 Qualifications: _____
 University attended: _____
 Degree: _____
 *Specialty: _____
 **Date completed: _____
 University attended: _____
 Degree: _____
 *Specialty: _____
 **Date completed: _____
 University attended: _____
 Degree: _____
 *Specialty: _____
 **Date completed: _____
 * Specialty means clinical, educational, counselling, etc.
 ** Students enter anticipated completion date.

Relevant professional experience:
 Employer: _____
 Position: _____
 Dates: _____
 Employer: _____
 Position: _____
 Dates: _____
 Employer: _____
 Position: _____
 Dates: _____

3. Professional Liability Insurance
 Membership in the Association enables members to purchase liability insurance at a greatly reduced premium.

4. Professional Support
 a) The Association sponsored provincial legislation, passed in December of 1985, for the regulation of Psychologists in Newfoundland and Labrador to certify the practice of Psychology.

b) The Association has submitted briefs to a variety of community and government agencies on issues which are of concern to psychologists. Some of these include submissions to:
 Department of Health
 St. John's Community Health Board
 Roman Catholic Archdiocese of St. John's
 Canadian Psychological Association
 Insurance Companies
 Newfoundland Teachers Association
 Canadian Mental Health Association

5. Awards
 The Association annually presents two awards to students who show promise in the profession of psychology.

Membership categories and annual dues are as follows:

Member \$40.00
 Requirement: Doctorate in psychology or master's and two years post masters relevant experience.
 Associate \$35.00
 Requirement: Master's degree in psychology.

Affiliate \$20.00
 Requirement: Interest in psychology through work in related field.

Student \$ 5.00
 Requirement: Full-time graduate student of psychology

Canadian Psychological Association members are

The Association of Newfoundland Psychologists seeks to promote human welfare by furthering psychology as an art, a science, and a profession in Newfoundland and Labrador. The Association was formed in 1986 and is in present constitution and bylaws adopted in 1973.

The Association has members from a diversity of settings including health, education, government and private practice.

NP Functions:
 Promote and advance training of professional psychologists.

Promote the application of research in solving human problems.

Promote the provision of psychological services for those in need.

Define and protect the standards of training and professional ethics as well as safeguard both the public and the profession.

Many members actively participate in a number of committees including:

- Continuing Education
- Public Relations
- Membership
- Newsletter
- Finance
- Professional Affairs
- Ethics
- Constitution

membership benefits:

A Newsletter, "The Newfoundland Psychologist", is distributed bi-annually.

Professional Development

- a) At a significantly reduced fee for members, workshops are held in the spring and fall for the continuing education of professional psychologists.
- b) An annual general meeting is held to review the activities of the Association each year.

Workshop Notice

Fostering a Positive Climate In our Schools

"Exploring Issues of Harassment and Violence"

Friday, February 23, 1996

9:00 - 3:30 p.m.

Littledale Conference Centre

The day combines presentations and panel discussions as a method to focus on these issues in our schools. Government, community and school based groups will address current research and discuss the impact on a positive school climate. Students from the Intermediate and Senior High Schools will be actively involved throughout the day.

Guidance Counsellors, Student Services Personnel and any agencies or groups involved with the school system will find the information and discussion relevant and current. The workshop is being sponsored by Newfoundland Agencies for School Health (NASHS). A detailed agenda will be available during January and sent to all School Boards on the Avalon Peninsula.

Please note: Enrolment is limited and a registration deadline will be announced.

For further details, please contact:

Derek Stevenson (Guidance Counsellor)
Queen Elizabeth Regional High School
Conception Bay South Integrated School Board
Telephone: 834-2061/2062
Fax: 834-7121



SCAN

Membership Application 1995-96

Name: _____

Street: _____

City: _____

Postal Code: _____

Phone: (W) _____ (H) _____

E-mail: _____

School: _____

Position: _____

School Board: _____

Membership Fees:

(Make cheque payable to SCAN)

Full Member: \$15.00

Student: \$ 5.00

Mail Completed Form To:

Ron Martin
Treasurer
School Counsellors Association of Nfld.
190 Elizabeth Avenue
St. John's, NF
A1B 1T1

An invitation to join the Canadian Psychological Association

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The Canadian Psychological Association is the national association for psychologists in Canada. Founded in 1939, it now has a membership of over 3,500 psychologists and attempts to advance the interests of psychologists who provide psychological services to the community, and who teach and do research.

Activities

CPA gives you ready access to professional colleagues with similar interests.

CPA holds a national annual convention with symposia, paper sessions, noted speakers, workshops and social events.

CPA publishes 3 quarterly journals and a newspaper, and offers reduced rates on many other publications.

CPA acts as a liaison with provincial associations and other regulatory bodies.

CPA represents psychology in lobbying the Granting Councils and governments on matters of interest to you.

CPA offers optional Professional Liability Insurance.

CPA produces many documents of interest to psychologists: for example, a Canadian Code of Ethics; a Graduate Guide; Standards for Providers of Psychological Services; and Guidelines for Counselling and Therapy with Women.

Divisions and Sections

There are two major Divisions for Psychologists: Applied and Experimental; each of them gives an annual Award for contributions to psychology. There are also 22 Sections (or interest groups) in which you may become involved.

Fees (1986)

\$96 for full membership (Masters or Doctoral level)
\$25 for student affiliates
(Includes subscriptions to 2 of the quarterly journals)

Application Procedures

Complete this form and mail with \$10 (application to membership fee) to:

or effective August 1, 1986

CPA Central Office
558 King Edward Ave.
Ottawa, Ontario
K1N 7N6

CPA Central Office
Vincent Road
Old Chelsea, Québec
J0X 2N0

Name/Nom: _____
Surname/nom de famille _____ Given Names/prénoms _____ Title/titre (eg. Dr. Prof., etc.) _____

Address/Adresse: _____

City/Ville: _____ Prov./État: _____ Postal Code/Code postal: _____

Country/Pays: _____ Tel/Tél: _____ Date of Birth/Date de naissance: _____

EDUCATION: include highest degree obtained/ANTEDECENTS ACADEMIQUES:
Institution/institution _____ Date (from-to)/Date (de-à) _____ Degree obtained (and date)/Grade obtenu/année d'obtention _____

PROFESSIONAL EXPERIENCE/EXPERIENCE PROFESSIONNELLE EMPLOI ACTUEL: _____

Present occupation/nature de l'emploi: _____

CURRENT MEMBERSHIP IN OTHER PSYCHOLOGICAL ASSOCIATIONS/ADHESIONS A D'AUTRES ASSOCIATIONS DE PSYCHOLOGIE: _____

REGISTRATION and/or CERTIFICATION/ENREGISTREMENT et/ou CERTIFICATION: _____

Appendix J

Application for Conference Aid

Please read the instructions on the reverse carefully.
Incomplete applications will be returned to the applicant.

CONFERENCE AID APPLICATION

Graduate Student Union
2807 Field Hall, 216 Wilson Public Office A18 325
(709) 737-4395

NAME OF STUDENT: _____

STUDENT ID NUMBER: _____ S.I.N. _____

PHONE NUMBERS: HOME _____ SCHOOL _____

LOCAL MAILING ADDRESS _____

MASTERS: _____ Ph.D.: _____ FULL-TIME: _____ PART-TIME: _____

FACULTY: _____ DEPARTMENT: _____

PROGRAMME: _____

COMMENCEMENT OF PROGRAMME: _____

HAVE YOU APPLIED PREVIOUSLY?: _____ WERE YOU SUCCESSFUL?: _____

IF YOU WERE SUCCESSFUL, HOW MUCH DID YOU RECEIVE?: _____

TITLE OF CONFERENCE: _____

SPONSORING ASSOCIATION(S): _____

LOCATION: _____ DATES: _____

ARE YOU 1) PRESENTING A PAPER? _____ 2) POSTER? _____ 3) ATTENDING? _____

TOTAL ESTIMATED EXPENSES: _____

BREAKDOWN OF EXPENSES: 1) TRAVEL _____ 2) ACCOMMODATIONS _____

3) FOOD _____ 4) REGISTRATION _____

5) OTHER (SPECIFY) _____

TOTAL AMOUNT OF FUNDING EXPECTED FROM OTHER SOURCES: _____

BREAKDOWN OF FUNDING: 1) DEPARTMENT _____ 2) SUPERVISOR _____

3) GRADUATE STUDIES _____

4) OTHER (SPECIFY) _____

ANY OTHER INFORMATION: _____

I HEREBY DECLARE THAT THE INFORMATION GIVEN IN THIS FORM AND IN ANY DOCUMENTS ATTACHED IS TRUE. I UNDERSTAND THAT IF ANY INFORMATION IS FOUND TO BE UNTRUE, MY APPLICATION CAN BE DECLARED VOID.

NAME (PLEASE PRINT) _____

SIGNATURE _____

DATE _____

Application Information

Please complete the attached form to help us assess your application for travel aid from the Graduate Students' Union. Please enclose the following documents to assist us in the selection process:

- ♦ Letters from your Supervisor AND Department Head stating the importance of this conference to your programme, the title of your paper (if applicable) and verification of any granted or expected funding. If no funding is available, this should also be stated.
- ♦ If you have already attended the conference, you are requested to submit original receipts, which will be returned upon request. These receipts should include either proof of registration or transportation documents, totalling a minimum of \$100.00.
- ♦ If you have not already attended the conference, please submit a detailed breakdown of estimated expenses. Original receipts totalling a minimum of \$100.00 will be expected within two weeks of your return.

Late applications will not be considered until the following semester. Applications received in advance of conferences will be held over to the following semester unless a breakdown of received or expected funding is enclosed. Any information given in this regard MUST be verified in the letter from your Head of Department. Applicants MUST submit evidence of registration of the conference with this application.

Appendix K

School Counselling and School Psychology Program Course Outlines

Program Core Courses: School Counselling and School Psychology

6100 - Research Designs & Methods in Education (3 units)

6700 - Ethical and Legal Issues in Counselling and School Psychology (1 unit)

6701 - Issues and Methodologies in Learning and Developmental Research (2 units)

6702 - Counselling I: Theory and Practicum (2 units)

You should note that course units relate to hours of class contact. A one unit course meets for 12 hours per term. A two unit course meets for 24 hours per term. A three unit course meets for 36 hours per term.

School Counselling With Thesis

☐ 6100 - Research Designs and Methods in Education (3 units)

☐ 6700 - Ethical and Legal Issues in Counselling and School Psychology (1 unit)

☐ 6701 - Issues and Methodologies in Learning and Developmental Research (2 units)

☐ 6702 - Counselling I: Theory and Practicum (2 units)

☐ 6703 - Personal and Professional Development Group (non-credit)

☐ 6704 - Counselling II: Theory and Practicum (3 units)

☐ 6705 - Nature and Development of School Counselling Services (2 units)

☐ 6706 - Career Education and Career Counselling (2 units)

☐ 6707 - Assessment for Counsellors (1 unit)

☐ 6708 - Group Counselling: Theory and Practice (2 units)

□ Thesis

There you have it. These courses give you the 18 required units. The boxes are provided to check as you complete your course work. Your thesis is last, but not least. More information on the thesis option follows. Below you will find some workspace to tentatively plan your course work.

Summer	Fall	Winter	Spring

Fall	Winter	Spring

Fall	Winter	Spring

Fall	Winter	Spring

Expected course completion date: _____

Expected program completion date: _____

School Counselling With Internship, Project or Paper Folio

- ☐ 6100 - Research Designs and Methods in Education (3 units)
- ☐ 6700 - Ethical and Legal Issues in Counselling and School Psychology (1 unit)
- ☐ 6701 - Issues and Methodologies in Learning and Developmental Research (2 units)
- ☐ 6702 - Counselling I: Theory and Practicum (2 units)
- ☐ 6703 - Personal and Professional Development Group (non-credit)
- ☐ 6704 - Counselling II: Theory and Practicum (3 units)
- ☐ 6705 - Nature and Development of School Counselling Services (2 units)
- ☐ 6706 - Career Education and Career Counselling (2 units)
- ☐ 6707 - Assessment for Counsellors (1 unit)
- ☐ 6708 - Group Counselling: Theory and Practice (2 units)

Electives equalling 6 course units:

- ☐ _____ - _____
- ☐ _____ - _____
- ☐ _____ - _____
- ☐ _____ - _____
- ☐ Internship or
- ☐ Project or
- ☐ Paper Folio

This program is comprised of the 18 required course units listed above and 6 elective course units. **Note**, 6 elective units does not mean 6 different courses! In addition, you are required to complete an internship, project or paper folio. Details of these options are elaborated in a following section. Your total program includes 24 course units and an internship or project report or a paper folio. The boxes are for you to have fun checking off courses completed.

Below you will find some workspace to tentatively plan your course work. Part time students may find this particularly useful.

Summer	Fall	Winter	Spring

Fall	Winter	Spring

Fall	Winter	Spring

Fall	Winter	Spring

Expected course completion date: _____

Expected program completion date: _____

School Psychology With Thesis

- ☐ 6100 - Research Designs and Methods in Education (3 units)
- ☐ 6700 - Ethical and Legal Issues in Counselling and School Psychology (1 unit)
- ☐ 6701 - Issues and Methodologies in Learning and Developmental Research (2 units)
- ☐ 6702 - Counselling I: Theory and Practicum (2 units)
- ☐ 6750 - Professional Practices and Consultation in School Psychology (1 unit)
- ☐ 6751 - Principles and Procedures of Psycho-Educational Assessment (1 unit)
- ☐ 6752 - School Psychology and the Curriculum (2 units)
- ☐ 6753 - Practicum in School Psychology (2 units)

Select 2 courses from the 5 listed below:

- ☐ 6709 - Assessment of Intelligence and Learning Skills (2 units)
- ☐ 6712 - Nature and Assessment of Behavior Disorders in Children and Adolescents
(2 unit)
- ☐ 6754 - The Physiology and Psychology of Reading (2 units)
- ☐ 6755 - Nature and Assessment of Learning Disabilities (2 units)
- ☐ 6756 - Identification and Remediation of Problems in Learning Mathematics in Grades
K-8 (2 units)
- ☐ Thesis

The above 18 course units and a thesis make up this program. Your thesis is not last nor least. More information on a thesis is covered in a following section. The boxes are provided so you can have a little fun checking off the courses you have completed.

Below you will find some workspace to tentatively plan your course work. Part-time students may find this particularly useful.

School Psychology With Internship, Project or Paper Folio

- ☐ 6100 - Research Designs and Methods in Education (3 units)
- ☐ 6700 - Ethical and Legal Issues in Counselling and School Psychology (1 unit)
- ☐ 6701 - Issues and Methodologies in Learning and Developmental Research (2 units)
- ☐ 6702 - Counselling I: Theory and Practicum (2 units)
- ☐ 6750 - Professional Practices and Consultation in School Psychology (1 unit)
- ☐ 6751 - Principles and Procedures of Psycho-Educational Assessment (1 unit)
- ☐ 6752 - School Psychology and the Curriculum (2 units)
- ☐ 6753 - Practicum in School Psychology (2 units)

4 elective course units from the following courses

- ☐ 6709 - Assessment of Intelligence and Learning Skills (2 units)
- ☐ 6712 - Nature and Assessment of Behavior Disorders (2 unit)
- ☐ 6754 - The Physiology and Psychology of Reading (2 units)
- ☐ 6755 - Nature and Assessment of Learning Disabilities (2 units)
- ☐ 6756 - Identification and Remediation of Problems (2 units)

6 elective units from the following courses for a total of at least 24 course units

- ☐ 6710 - Development and Implementation of Special Education (2 units)
- ☐ 6711 - Behavior Modification in Educational Settings (2 units)
- ☐ 6713 - Educational Applications of Cognitive Psychology (2 units)
- ☐ 6714 - Principles and Practices in Exceptionality (2 units)
- ☐ 6716 - Working with Families and Parents (2 units)
- ☐ 6757 - Advanced Studies of Developmental Disabilities (2 units)
- ☐ 6758 - Theory of Educational Measurement (2 units)
- ☐ Internship or
- ☐ Project or
- ☐ Paper Folio

This program is comprised of the preceding 24 course units and your choice of an internship, project, or paper folio. Details of these options are elaborated on in a following section. The boxes are provided so you can have some fun checking off the courses you have completed.

Below you will find some workspace to tentatively plan your course work. Part-time students may find this particularly useful.

Summer	Fall	Winter	Spring

Fall	Winter	Spring

Fall	Winter	Spring

Fall	Winter	Spring

Expected course completion date: _____

Expected program completion date: _____



